Break

Gordian knot

Sussex University has bagged another redring lion from the ILEA—this time the top one. Eric Briault, until January 1 the Education Officer for the ILEA, has joined William Bralde, former senior assistant education officer, at the seaside.

Professor Briault, for such he now is, has been appointed part time for two years "in the first instance". He is already at work setting up a project to study the effects of declining rolls on secondary schools.

The trouble is finding schools already afflicted with a dwindling intake in time to produce case histories which might be useful when declining numbers hit secondary schools in a big way. In theory this does not happen until 1979 but there are some inner city schools which have already been affected. There are also some in other areas where, for example, the size of the school has been cut down because a second school has been opened fairly recently to cope with growing numbers. Professor Briault is anxious to find any schools with relevant experience for his initial inquiries.

That may be easier said than done. Already one L.e.a. which he approached at the suggestion of HMI, refused him permission to approach a school. Things, they said were very sensitive just now.

Pity, for the portfolio of case studies which Professor Briault plans to produce (If he can get the project off the ground) would show how others had coped with reduced numbers. What they had done about curriculum and options, about resources and particularly about staffing. What can you do for example if you have to lose two teachers and only two leave at the end of the year, both of them mathematicians? How do you go about cutting down scale posts? What happens to salaries, to maintenance, to equipment?

Professor Briault wants to inform rather than propound solutions: "I am anxious to retain a very neutral stance. I want simply to spread out the options not to come down in favour of any particular solution, large schools or small schools or 11 to 18 patterns or anything like that." For that reason he is being extremely cautious about sixth forms.

He discussed the project with Mrs Shirley Williams before he retired, but is not sure he will agree to her urging that he include the post-16 provision.

As to other projects, the professor—apart from getting dug into the routine work of the department—is organising a one-day conference for local authority people from the southern counties and the southern fringe of Greater London on the effects of recent legislation on education. The main preoccupations will include the Health and Safety Act, the establishment of the local authority ombudsman and the Employment Protection Act.

If that works out, there may be another conference in the summer on teacher accountability based on that crucial question: "Whose responsibility is it to set standards and what to do if they let you down?" In Dr Briault's view, the role of the inspectorate is a key issue here.

All in all it does not sound like a very retired retirement.

Bad management

The DES might have done well to issue a circular on the basic human and management relations involved in closing schools, as well as the economic criteria. On Tuesday, the Hounslow schools sub-committee discussed the proposed closure of a popular Chiswick infants' school.

On Monday afternoon, we raug the head about it. She had been told, some time ago, that the school would probably be closed. But she had not been warned that it was being discussed by the committee the next day.

Divine judgment

Shirley Williams, Education Secretary, took an hour off from the cares of state on Monday night to chair an inaugural lecture given by Lord Hailsham in the Roman Catholic Farm Street Church, off Berkeley Square.

It was a civilized and friendly occasion as one would expect with Mrs Williams in control, with much mutual flattery. Shirley Williams is obviously one of Lord Hailsham's favourite people. "She is by far the most popular member of this administration and her popularity is very well deserved", he said, to applause from the congregation.

The occasion was the inaugural Thomas Corbishley memorial lecture in memory of the late priest and scholar Father Corbishley, whom Lord Hailsham and Mrs Williams had known for years. The organizers had tried hard to get an interdenominational audience, but the only church leader who could attend was the Chief Rabbi.

The Tory peer said that he had come out of his self-imposed exile—he has given up public speaking for some undisclosed reason—to urge "the need for intellectual rearmament". Religion ought to be a great cementing force for brotherhood, but all too often it was not.

Tolkien's drawing "Dragon and Warrior", dated May 1928, is, like others of his dragon drawings, inspired by "Beowulf". It is on a loose sheet tipped in "The Book of Ishness", a Winsor and Newton sketch book which dates from Tolkien's undergraduate days (1914) but which includes drawings done as late as 1927. A comprehensive exhibition of Tolkien's drawings, including illustrations for "The Hobbit", "Lord of the Rings" and the Father Christmas letters, which were written to his children between 1920 and 1943 and which bore hand-drawn North Pole stamps, will be at the National Book League 7 Albemarle Street, London W1, until April 7.

"This is a scandal in the most literal sense", he said.

"Perhaps it is a mark of divine judgment that now we find all religions threatened—by indifference or hostility." Religion had to be made intellectually respectable. The divine was mysterious, but this did not mean it should not be understood, he said.

"We find ourselves confronted with two spiritual dangers of the modern world", he continued. One was a feeling of drift that nothing could be explained, and the other was the tendency for young people to snatch at some ideology that will explain everything superficially.

"Both dangers can be fatal to a society which requires the cement of shared values, and in the absence of these it must collapse into a jumble of individual ashes." And so it went on, becoming more and more difficult to hear as Lord Hailsham's lofty phrases bounced back and forth from marble column to gold cross.

It would be kind to say the acoustics were abysmal. Just as Lord Hailsham delivered another sonorous opinion, a vital word would get lost among the incense holders. It was necessary to resuscitate a belief in natural law and natural justice and man's instinctive belief in free will, he concluded, in a final audible sentence.

Because of industrial action by the Society of Lithographic Artists, Designers, Engravers and Process Workers, we are unable to print the drawing planned for this space

Record obsession

The Freedom of Information Campaign—which argues for less government secrecy and more protection for files held by the state about individuals—is in a sorry state. And not just because of the Scientology connexion. (See Aristidea, September 3, 1976).

The campaign has a strong case. There is a great deal of unnecessary secrecy in Britain and many people would undoubtedly welcome access to files held on themselves or their children and the right to correct them. This is one of the main planks of a Freedom of Information and Privacy Bill which is due for its second reading in the House of Commons.

The bill, which will be introduced by Tom Litterick, MP for Birmingham Selly Oak and the most sensible of the campaign's leaders, would, for example, give parents the right to see the school records of their children and to challenge inaccurate information. It has not much hope of getting through and its chances cannot have been helped by the behaviour of some of the campaign members themselves. Their obsessions were revealed at a meeting last week in the House of Commons—the big bogy words were "computers" and "the state".

However, Rick Rogers, editor of *Where*, and Tom Burke, president of Friends of the Earth, brought some welcome hard hemlessness—and hard information—to the proceedings. Rick Rogers started his contribution by asking people to ignore the committee's working paper *Education and Freedom of Information* because it was "very misleading".

The paper turned out to be downright wrong. School records are not kept secret because of the 1911 Official Secrets Act, which only covers central government. And how about this for a bloodcurdling scare: "The information will be fed into a complex network of computer data banks and the state will secretly monitor our children's future."?

Rick Rogers said "Where believes that records should be kept on school children, but that parents should have access to them, be able to challenge them, and lodge any disagreement. The value of records lies in the skill and sensitivity with which they are used and compiled, he said. "They should be compiled for the child and not for the convenience of the local education authority."

It was better that parents and children should know what was said about problems at home, he added. This would give children the security of feeling that people knew one and could encourage parents to improve their behaviour. Rick Rogers was worried about the quality of the cards and about record keeping, and said there were no incentives to improve things.

Voc unpop

Everyone knows what the initials vocational preparation scheme stand for. But of course. Some kind of integrated ecuft training, isn't it? Well, no, actually. The scheme, is the first fruit of the liaison between the DES and the Training Services Agency, and is designed to foster general education which would open up wider horizons to young people in dead-end jobs. The initials stands for it were thought to be "pilot mice" by the TES, and pretty timorous and reluctant they have proved. Neither young people nor employers have fallen over themselves to take part.

Perhaps it is the name which has caused the trouble since vocational training is just what it is not about.

Certainly Ken Cooper, head of the TSA, who is endearingly quick to admit that they may have slipped up, is beginning to suspect that one of the reasons why teachers and others are ignoring the pilot programme is that they simply do not understand what it is trying to do.

He said at the British Association of Commercial and Industrial Education conference this week that he would like to find a better name. Mr Cooper rather fancies "Getaway". (The TAS's own unlikely and unsuccessful version of voc. prep. is called Gateway.) He is very open to suggestions and even more receptive to any ideas for finding youngsters for the courses.

Aristides

Next week

H. S. Peters: an assessment by Harry Judge.
Corporate management: the first of a two-part survey by Patricia Rowan.
Books: Stuart Hood writes about television and politics; James Kodilla on economics; English textbooks.
TES Extra: Mathematics.

THE TIMES Educational Supplement

FRIDAY MARCH 18 1977 NUMBER 3224 FIRST PUBLISHED 1910 PRICE 15p

US pendulum swings back to the basics

From Michael Binyon in Washington

American schools and universities are now offer students a far more rich choice of course than in years, are also now wondering whether there should be a common core curriculum.

The need for a common core of study has been given high-level backing by Dr Ernest Boyer, the US Government's new Commissioner for Education (very roughly the equivalent of a junior education minister). And all over the country American universities and colleges have begun looking at whether they should concentrate on fewer more subjects.

Dr Boyer, former Chancellor of the State University of New York, the largest academic institution in the United States, said in a recent magazine article that a common core curriculum was needed to improve the nation's sense of community. Some return to a common core was crucial to America's larger national goals. It would help overcome a loss of spirit, a lack of direction, the clash of special interests, and the decline of common loyalties. The task of creating a common core was hard but not impossible.

Dr Boyer is undoubtedly expressing a growing feeling among the American academic community and the general public. For some time the "back to basics" movement has been gathering momentum, urged on by public concern over falling standards, disillusion with modern methods in schools, lack of interest in new subject options introduced in the 1960s, and general dismay that many school leavers now cannot write a simple sentence in correct English.

The movement, strongest at school level, has already led in a tightening-up of the curriculum; more emphasis on grammar, writing and reading, the introduction of tests and examinations at various stages of school, and a general return to a more formal structure of education.

At college and university level the movement is just as pronounced, though the manifestations are less obvious.

In the 1960s, many larger universities dropped compulsory core courses, and introduced more options.

Now those universities are having second thoughts. Students going on to their third year have often missed out areas of study most teachers still consider vital to the concept of a university education. At the same time now students are coming into universities so ill-prepared in English, mathematics and other basic subjects that universities have to give remedial help.

In addition students themselves have lost interest in some new options. The new demand for marketable skills has led to a rush into vocationally oriented subjects and a standstill or decline in "relevant" liberal arts options introduced some years ago.

Harvard University was one of the first to take a hard look at the problem. The dean, Dr H. Rosovsky, in a document issued a few months ago, said there was a need to reestablish a "common basis for intellectual discourse".

Unwelcoming message to Margaret Jackson from the students of Peterborough Technical College where the fourth regional conference was held last Friday. Miss Jackson, junior minister at the Department of Education and Science and chairman of the conference, chose largely to ignore comments about cuts though she did not rule them out of order. She chose instead to pick up comments from more tactful speakers who said resources were not the most important thing. Patricia Rowan reports, page 8.

Victims of racial prejudice—not just of disadvantage

The Community Relations Commission, who have been responsible for the friendly persuasion and race relations policy, have now published their reasoning. In May they merge with the Race Relations Board (responsible for the hard legal stuff) into the new Commission for Racial Equality.

Their study of urban deprivation and racial inequality (page 5) convincingly hammers home what has been their main policy plank. Ethnic minorities suffer worse than any other group from the symptoms of inner city deprivation. But they also suffer from racial discrimination. The CRC argue that policies to tackle the fuzzy and intractable problems of inner city disadvantage should continue. But such policies would be more effective, they say, if there were also a seperate attempt to tackle racial discrimination.

This message is particularly relevant to the Department of Education which, in the White Paper of 1974, decided to lump race and disadvantage together. But the new document also looks at local government policy, and finds an enormous gap between the administrators and policy makers on the one hand and the people in the field on the other. The administrators and policy makers try to avoid discussing the special needs of ethnic minorities (education is slightly less guilty here then social services and housing). The teachers, social workers, and youth workers are confronted by the existence of new ethnic groups which affect every aspect of their work.

In effect, the CRC have thrown down a challenge to central government departments, to the new commission, and to local authorities. The new Race Relations Act lays down a vague "duty" for all of them to "eliminate unlawful discrimination and to promote equality of opportunity and good relations between persons of different racial groups". The CRC have suggested ways of doing it by special funding and redistribution of existing funds, by careful monitoring of how for existing services and new initiatives meet the glaring inequalities in our society and the felt needs of minority groups, and by helping minority groups to help themselves.

It is a challenge that needs an answer. There is a danger that in the possibly phoney excitement caused by yet another great new urban strategy (Mr Peter Shore's is due to be published next month), and in the continuing battles to cut local authority expenditure, ethnic minorities will once again lose out.

And, in the narrower field of race relations policy, there is considerable danger that in the shemozzle involved in setting up the new Race Commission, the CRC's hard-won experience gained by practical research, persuasion and consultation involving policy makers, administrators, professionals and the minority groups themselves, will be dissipated.

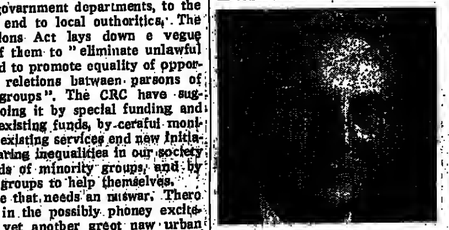
No comment

Latin/Greek advanced level subjects 820 and 821: In and after 1977, candidates will no longer be required to attain a minimum standard in any paper offered.
—"Circular to Schools No 77" from the University of Cambridge Local Examinations Syndicate.

Parlez-vous bad?

HMIs are mortified by the standards of modern languages and want more diverse courses to stretch the able and give the less able objectives they can achieve. page 3

Bains to blame?



M. A. Belas (above), author of the report on local government management, is regarded by the critics of corporate management as the author of most of their misfortunes. In the first of a two-part series, Patricia Rowan assesses the impact of corporate man on the control of education, and suggests that many L.e.a.s have had trouble because their bosses did not understand the Bains report page 20

Ready and willing

More than 1,000 teachers are willing and ready to help prepare young people for productive careers in industry, says the National Centre for School Technology. But they are being ignored by the Government and the Schools Council. page 4

Broader sixth

Mrs Williams told the Association of Assistant Mistresses conference that too many pupils dropped maths and foreign languages too early, Conference report. page 5

Knocking Piaget

Researchers have made their most fundamental criticisms so far of the work of Jean Piaget—on which generations of primary school teachers have been nuctured. page 11

Peters judged

Since Richard Peters accepted the chair in the philosophy of education at the London Institute of Education, things have never been the same. Harry Judge reviews the work of one of our most important philosophers of education page 22

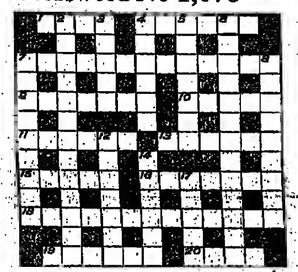
TES Extra:

Mathematics—what is numeracy? pages 39-50

Leaders, 2; personal column, Gerry Fowler, 4; foreign news, 14, 15; letters, 16, 17; sport, 18; features, Creole, corporate management, 19-22; Books, Stuart Hood examines television and politics; Japanese studies, children's literature, history paperbacks, English textbooks, 23-26; Resources, 27, 28; Talkback, White Lion Free School, planning, teaching practice, 29; Arts reviews, Privates on Parade, Vivat Rex, Jason and the Golden Fleece, Europa Nostra, BBC religious education programmes, middle school ETV conference, 86-87; Crossword, chess, Break, 88.

Classified ad index 30

Crossword No 1,076



Across

1 All the same I make an offer (4).
4 Originally hot, this moose ends up freezing (6).
7 She shows no doubt that virtue is a matter of taste (4, 5, 4).
9 Opposite of right inn (7).
10 In which a she hadger is hidden (5).
11 Painter goes a long way to entrance (6).
13 A better risk perhaps (6).
15 Suggests a fisherman's blunder (5).
16 It would be costly if he needed footwear (7).
18 Captivating foundation? (9, 4).
19 With my neighbour there's no financial difficulty (6).
20 Music for the stony? (4).

Down

2 Where to get a ticket for Reading? (7, 6).
3 Storage place with correct treatment for overgrown plants (5).
4 Highland wrappings (6).
5 Has no charm, though of regal quality (7).
6 Where the elector should record his vote (8, 5).
7 Obvious state of the rising generation (7, 2).
8 The pendulum hangs on it (3, 4).
12 Soon doubly contrary to shortly after (7).
14 That which does may not be what it seems (6).
17 Would this be the team in the scientist's eye? (5).

Solution to Puzzle No 1,076

Bridge

If defence is the hardest part of the game, then the opening lead is the hardest part of defence. Books have been written on the subject, and it was once estimated that thoughtless opening leads are worth a trick to declarer more often than not.

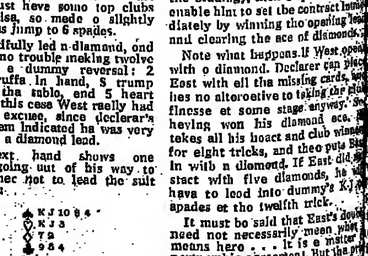
No doubt in order to bring some order out of the primal chaos beginners are taught a standardized rule; always lead partner's suit, and always lead the highest of it. Beyond the beginner stage this won't do, of course, but if all else is uncertain it is still not a bad rule, in that it removes at least one ground of complaint from partner!

But the opposition bidding will often give you the one clue you need for this most difficult lead, and the following hand is a case in point:

South opened one spade, North raised him to two, and East tried 4 diamonds. South reckoned his partner must have some top clubs for his raise, so made a slightly adventurous jump to 6 spades.

West dutifully led a diamond, and South had no trouble making twelve tricks via a dummy reversal: 2 diamond ruffs in hand, 8 trump tricks on the table, and 5 heart tricks. In this case West really had not much excuse, since declarer's jump to slam indicated he was very hoppy with a diamond lead.

The next hand shows one defender going out of his way to warn partner not to lead the suit he has bid:



East opens one diamond and South doubles. North bids one spade, East passes, and South tries 3 NT. When this comes round to East he doubles, specifically commending his partner to lead the suit first bid by dummy, in this case spades.

East can see that if dummy has the king of spades (suggested by the bidding), then a spade lead will enable him to set the contract immediately by winning the opening lead and clearing the ace of diamonds.

Note what happens if West opens with a diamond. Declarer can place East with all the missing cards, and has no alternative to taking the spade finesse at some stage anyway. So having won his diamond ace, he takes all his hearts and club winners for eight tricks, and then puts East in with a diamond. If East did not start with five diamonds, he will have to lead into dummy's K J spades at the twelfth trick.

It must be said that East's double need not necessarily mean what it means here . . . It is a matter of partnership agreement. But the principle behind doubling games of this sort is that unless your opponents are rich or foolish or both, they will not be overbidding wildly, and you should, therefore, be content with defeating the contract undoubled.

It follows that a double should have a specific—lead-directing purpose. In the circumstances many prefer to use it for a lead of the doubler's bid suit (here, diamonds), and there are arguments for both uses. I have found it useful to double for a lead that dummy's suit.

John Grif

© TIMES NEWSPAPERS LIMITED, 1977. Printed and Published by Times Newspapers Limited at New Printing House Square, Gray's Inn Road, London WC1X 8EZ, England. Friday, March 11, 1977. Registered as a newspaper at the Post Office. Second-class postage paid at New York, N.Y.

TIMES PAST THE TIMES
EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

With forked tongues

It is not news that modern language teaching in comprehensive schools is in a parlous state. Indeed it was general concern which led the Inspectorate in 1975 to set up a special study group. Their report (page 3) does, however, clothe vague fears and allegations in firm flesh—and pretty unattractive it is too.

No doubt the trenchant criticisms set down in this third discussion paper will produce all the usual howls of "Who do they think they are anyway?", "Why don't they try teaching this lot themselves?" and "Who got us into this mess in the first place?" No doubt also the paper will be represented simply as an outright condemnation of mixed ability teaching. Both reactions will be a mistake.

The paper is highly critical of the standard of professionalism of many of the language teachers whom the HMI watched at work. Those who had designed courses which took proper account of the different needs of children of varying ability; who stretched the most able adequately and tailored suitable courses with clear objectives to the less able; who expected children to work hard whatever their ability and who themselves worked hard at designing the courses, providing interesting material and marking homework, were found by the HMI to be depressingly rare despite the relatively high standard of formal qualifications among the teachers concerned.

The message of the paper is not primarily an organizational one, though it points to the need for more liaison between the various stages of schooling in an area and for a more even, less haphazard, provision of language teaching so that a mobile society can be assured of some continuity. The central message is that the standard of teaching is too low: that language teaching has not been energetically adapted to mixed ability schools; that the bright are being underworked and the less bright are being bored; that a modern language pass at O level or CSE grade one for only one in 10 children is too low for the good of the children or the country. And they are not offering the easy let out dear to many language teachers of simply concentrating on the bright.

It is a distasteful message particularly for schools who find it extremely difficult to recruit language teachers to meet the enormously expanded demand caused by comprehensive reorganization. Hence the predictable defensive and hostile reactions. But the paper is full of constructive suggestions too for l.e.a. coordination and for organized curriculum planning.

If local authorities were only able to secure the money for in-service training which the Government maintains has been made available under the rate support grant, much could be achieved. After all, it would appear from the Inspectors' research that there is plenty of talent both among children and teachers waiting to be exploited.

Checking on grants

Mrs Shirley Williams' declared intention to find ways of monitoring discretionary grants (Parliament, page 9) will not of itself increase the number or size of awards. It is not going to produce any more money or change the regulations.

The local authorities have a discretion to reduce spending (which the Government has also been urging them to do) as well as to pay grants. In these circumstances there is no chance at all of Mrs Williams adopting a centralist policy.

All that the monitoring can do at this stage, apart from persuading the students that Mrs Williams cares about them, is to reveal more clearly the extent of the difficulty, which in turn might in the end provide evidence for some pressure on those l.e.a.s which are found to be most reluctant to spend where they are not forced to do so.

At present, though there are strong indications that discretionary grants are being sharply reduced, this does not show up in the latest figures. These are for 1975-76 when discretionary grants were still going up. When Mrs Williams talks to the local authority associations about monitoring she hopes not only to get something more up to date but also more detailed information than the usual totals of money and numbers.

However, the discretionary award shortfall cannot be dealt with in isolation. As both the NUS and the local authority associations have pointed out, l.e.a.s are cutting back on discretionary grants because their bill for mandatory grants is going up. And that is a direct result of the Government's package deal which increased tuition fees for everyone as a way of dealing with fees for overseas students.

16-plus steerers

Mrs Williams has appointed a strong steering committee to take further her review of the 16-plus examination. Sir James Waddell, the chairman, is a former deputy under-secretary at the Home Office, now retired and entering the Indian Summer of ex-senior civil servants with a clutch of committees and odd jobs which include the deputy chairmanship of the newly formed Police Complaints Board. He is also a Scot, like the present permanent secretary at the DES—educated at George Heriot School, Edinburgh, and Edinburgh University—a new recruit to the Scottish educational mafia.

The DES is represented with the three people most directly involved in working out new strategies for the management of the public curriculum—Mr John Hudson, a deputy secretary, Miss Sheila Browne, HMI, the senior chief Inspector, and Mr Richard Bird, the under-secretary in charge of Schools Branch III. Others, like Mr Arnold Jennings of the NUT and now in-coming president of the Headmasters' Association, Miss Sheila Wood and Mr Ron Cocking, have been closely associated with the work done by the Schools Council on a single system of examining at 16 plus, and they are joined by a couple of senior education committee chairmen, Mr Deryck Mumford of the Cambridge College of Art and Technology and Dr William Taylor, director of the University of London Institute of Education, an industrialist, a trade unionist, a parent and another head.

There has been a certain amount of loose talk emanating from the DES—part of the rest of the loose talk about a core curriculum—which has hinted at a desire to revert to a group examination like the old School Certificate. It must be unlikely that this will survive careful study by the hard-headed steering committee now assembled. All it would do would be to act as an additional selective sieve and raise all the old familiar questions about how to record the success of those who pass in four subjects while failing in the required fifth.

With a revival of sentiment in favour of N and F and a wider spread of study in the sixth form (as indicated last weekend, in Mrs Williams's address to the Assistant Mistresses — see page 6), it looks as if the planners will have to find other means of encouraging a broad range of study up to 16, and in particular, making sure that a much larger proportion of the age group is equipped with the basic mathematics and science to give reality to the options which have to be exercised at the sixth form stage.

In the wake of the Bullock report, trade union leaders give their views on industrial democracy

More power to the teachers

Fred Jarvis

Whatever tenderness or vigour the Government eventually adapts towards the implementation of the Bullock Committee's proposals for industrial democracy in the private sector, it is not likely to do much about the promotion of it in local government. Not, at least, if one defines industrial democracy in terms of the TUC's policy. So far as teachers are concerned, the Taylor Committee is rather more likely than Bullock to bring a greater measure of democracy to their work place.

In view of the almost wholly negative attitude of the local authority associations to the TUC's proposals, the main hope of progress for local government as a whole must now rest with the adoption of the joint TUC-Labour Party statement on "Industrial Democracy in Local Government" which was approved by the TUC General Council and the Labour Party Executive recently. This may cause at least the Association of Metropolitan Authorities to reconsider its position.

If it does, then taken together with the sympathetic attitude of the Greater London Council, the scene might be set for a more positive response by local authority representatives when in due course the matter is taken up with them by the Government.

The hostile reception of the CBI and industry generally to the Bullock proposals probably means the Government will be in no hurry to pursue the extension of industrial democracy throughout the public services. It did, however, initiate a series of studies of the subject early last year and it was this which led the TUC Local Government Committee and the Labour Party National Executive last June to establish a joint working party to look into the issue as it affected local government.

The TUC-Labour Party statement declares that while the representative nature of local government means there are special problems to be faced in introducing industrial democracy within it, "nevertheless, a case for bringing the views of people working in this area to bear upon the formulation of a policy is just as valid in principle as in other areas of employment".

It insists that because the aim of industrial democracy is the achievement by employees of "greater control over their work situation, industrial democracy must operate at all levels of a local authority".

The main proposal is that the law should be changed to enable representatives of local authority employees to become non-voting members of council committees and sub-committees. This represents a modification of the TUC policy, which originally insisted on voting rights for the employee representatives. The statement emphasizes, however, that "the existing position of teachers coopted with voting rights on to education committees should be maintained".

The joint statement proposes that employee representatives should constitute no more than 20 per cent of each committee, with a minimum of two, and that the representatives should be drawn from the staff side of the various local joint consultative committees. In the case of representatives on the policy and resource committees, they should be elected by trades unionists in the whole local authority.

The TUC/Labour Party also call for employees to be represented on lower level bodies such as managing and governing bodies of schools, and for committees providing for staff participation within council departments. In terms of education, it says, "the school secretary, caretaker or welfare assistants, as well as the teachers, have a positive and valuable contribution to make to the working of the school or the education department".

While the Labour Party's representatives have been prepared to endorse these views in their discussions with the TUC, their counterparts in the local authority associations apparently have been striking a very different attitude. The response of the associations, including the Labour-dominated AMA, to the Government's request that they should study industrial democracy in local government has be enlargely negative.

The associations emphatically reject the idea of employees serving as members of full council or committees of local authorities on the grounds that the authorities are democratically elected and, therefore, that employee participation must be "on a different basis from that which may be possible in the private sector".

As Mark Jackson reported (TES January 21) only the GLC is prepared to challenge this view, when its representatives at a recent meeting between the [illegible] and the local authority associations reported that they had already agreed to employee representation without voting rights on committees and sub-committees, the rest of the local authority representatives were in some disarray.

One fears, however, that it will take more than the GLC's excellent example to induce a general change of attitude.

There is one other means whereby we might yet see an enlargement of industrial democracy, at least within the education service, and that is by virtue of the work of the Taylor Committee. In its evidence to the Taylor Committee the NUT urged the introduction of "mandatory consultation" between heads, teachers and their staffs.

The union adopted this policy after its detailed study of teacher participation. It came down in favour of the retention of the existing powers of the head teacher but insisted that articles of government and rules of management should be changed to require the head to consult his staff on defined areas of school policy and organization.

I have every hope that this proposal has been given serious consideration by the Taylor Committee. And given that the profession already enjoys representation on local authority education committees, and is therefore in a position which is in advance of what the TUC is now seeking for the rest of local government, a satisfactory outcome from the Taylor Committee would place teachers in a favourable position vis-a-vis their colleagues in the rest of local government.

Fred Jarvis is general secretary of the National Union of Teachers.

What about workers on committees?

Alan Fisher

Many of those who advocate an extension of industrial democracy would argue that the individual enjoys fewer democratic rights within the workplace than outside.

Beyond the factory gate he influences the decisions that affect his daily life. He can take part in elections for his local councillor and his member of Parliament. If he dislikes what they are doing, he has the right to vote to remove them from office. At work, however, he is deprived of these democratic rights and finds himself in an autocratic set-up.

It is these differing standards that have led the major political parties to search for ways by which working people can be given more say in the decisions that affect them in their place of work.

Following its 1973 and 1974 congresses the TUC issued its final recommendations on industrial democracy.

The TUC proposals were designed primarily to cover the private sector but its report made clear that it saw no difficulty in applying its ideas in the public sector to the nationalized industries. In local government, however, it recognized that there were special problems.

These problems arise because in local government the final policy making body, the council, has been elected by, and is answerable to, the community as a whole.

Unlike a board in industry it has a political complexion and has been elected on a prospectus approved by a majority of the electorate. To inject into this "worker councillors" would be to destroy that political will and, in pursuit of the ideal of industrial democracy, to sacrifice an essential element in civil democracy.

To meet this and at the same time give local authority employees greater control over their work, the local government unions have said that the first point at which it would be reasonable to have effective participation would be at committee level. This is because all committee decisions are, or can be, made subject to the overriding approval of the council.

The union's view has been strengthened by knowing how much teacher representatives coopted on to education committees have contributed over the years.

Some unions have suggested that there should be a small number of non-voting trade union representatives on the council itself, but others are unattracted by this, believing that it is at committee level that employees can most effectively be involved in formulating and implementing policy.

Whatever divisions there may be about seats in the council chamber, there is unanimous approval of the idea of employee representation on the governing bodies of schools, colleges and other educational establishments; this proposal having already been put both by the TUC and the Labour Party to the Taylor Committee which is inquiring into the government and management of schools. Here, unions have pointed out that teacher representation, while in itself valuable, should not exclude the election of representatives from cleaning, caretaking, clerical, or meals service employees.

The trade unions appreciate that if there is to be employee representation at committee level in local government it will require legislation. They will be pressing the Government to introduce this with any proposals it may make on industrial democracy in the private sector.

On the other hand they know that the local authority associations have said that there can be no question of employees serving as members of the full council or any committee of a local authority because it would break the basic principle of democratic election. Clearly the Government may be confronted here with diametrically opposed views.

The TUC and Labour Party foresaw the difficulties of extending industrial democracy in the public services and to help meet the anticipated defensive attitude of the local authority associations their joint working party was set up.

This committee's proposals that all education staff should have direct representation on the governing bodies of schools and colleges, with voting rights, meet in full the aspirations of the trade unions. This also applies to the call for lifting the existing prohibition on local authority employees standing for election on their employing council.

Many trade unionists will, however, be disappointed that the proposal for worker representation on council committees does not envisage they will have voting rights. However, this may have established sufficient common ground to help break any impasse that may arise should the opposition in the House of Commons ally themselves with the local authority associations in resisting changes to the present system of committee representation.

Alan Fisher is general secretary of the National Union of Public Employees.

Most language teaching a waste of time–HMIs

Bob Doe

Most modern language teaching is a waste of time and money, "haphazard" and "cause for grave concern", says yet another report from Her Majesty's Inspectors.

This report, the third and most outspoken in the HMI series *Matters for discussion*, follows hard on the inspectors' criticism of mixed ability teaching in their background paper for the great debate.

It recommends that the top third of the ability range should be singled out as soon as possible and made to take language courses up to the age of 16. The rest could be given less demanding language courses.

For their report the inspectors visited a sample of established comprehensives which, they thought, would represent the national picture. "The achievement of the 83 schools in the sample is in no way commensurate with the human and physical resources devoted to the task", the report says.

It is "cause for serious concern" that, though virtually all 11-year-olds started to learn a language, by the age of 14 all but a third had given it up. "Too many pupils, particularly boys, give up language study prematurely in the middle of a course designed to continue to the age of 16 without having achieved any of its objectives."

"It is of paramount importance that boys and girls capable of benefiting from an appropriate course should be identified at an early age and once embarked on that course only exceptionally be permitted to abandon it. These pupils are likely to be found in the top third of the ability range."

Shorter courses should be offered to the rest. These should be complete in themselves, offering worthwhile and attainable goals. The inspectors do not specifically discuss streaming or mixed ability classes but their recommendations could be read as an endorsement of setting.

The HMIs criticize schools for assuming that all pupils need the same language course. "It is abundantly clear that such an assumption is not only false but has unfortunate, often distressing, consequences."

In all but a few of the schools visited pupils of average ability were being set pointless and impossible tasks with the result that they abandoned the subject at the first opportunity.

"In one school there was the tacit assumption that the less able would not succeed; not merely were they given less teaching time than the abler pupils but they covered the same ground year after year.... In another, the average and less able tended to be left to fend for themselves."

The unsatisfactory result was that 21 per cent of fourth year groups and 19 per cent of fifth year groups had fewer than 15 pupils in them. In the sixth forms 42 per cent had fewer than five pupils.

The inspectors were "gravely concerned" about the under-performance they found among the most able in every aspect of language learning.

"Their very considerable powers of aural comprehension remained largely undeveloped; they were not taught to speak the language with flexibility and discrimination but tended to operate mechanically at a low and often trivial level; they were not taught the invaluable skill of rapid silent reading; and written work, instead of requiring personal and lively self-expression, was all too often dull, mechanical and undemanding."

For all abilities, "the attainment of a good oral standard was frequently made impossible owing to excessive use of English". Lessons lacked variety and demanded little participation, hard work or initiative. Pupils learnt little about the people whose language they were expected to learn.

These criticisms applied equally to the sixth form. They found "pedestrian, over cautious teaching" sticking rigidly to the examination programme. Even here teachers did not use the foreign language as the principal means of communication.

Not all of this was the teachers' fault. Some were severely handicapped by having inappropriate timetables and mixed ability classes thrust upon them. Others lacked experience. A majority of teachers in half the schools visited were found to be in "serious difficulties". In one department the average age of teachers was 25; in another the three linguists had only 15 months' experience in that school between them.

Heads of department are criticized for failing to show any significant leadership in 60 per cent of the schools sampled. "Many heads of department showed little awareness of the responsibilities they bore beyond the walls of their own classroom. Consequently many young and some older teachers were left to flounder on their own when help ought to have been at hand."

The HMIs were surprised to find that only about half the schools had any sort of written scheme of work to knit the department together. Only about one in four was "genuinely helpful".

"It was particularly surprising that none of the sixth form colleges had produced a scheme of work."

Virtually all the schools visited had more than enough equipment like tape recorders and projectors and half of them were underused. But one school in eight was short of textbooks so that the pupils often had to share or do without. The shortage of readers and library books was "widespread and marked".

Sixty per cent of the schools surveyed received pupils who had already started learning French in the primary schools, but the overwhelming majority started again from scratch, discounting everything that had gone before. Proper records of pupils' achievements were rarely passed on.

In some areas where there were middle schools, pupils were expected to "start" three times. These areas produced proportionately fewer O level language passes than where there was an uninterrupted five-year secondary course.

Only seven of the 83 schools in the survey had consulted the primary schools. Some schools "jealously guarded their so-called autonomy to the ultimate detriment of their pupils".

Languages other than French were taught rarely and no better. To reduce the problems of transfer from school to school, modern language teaching should be "rationalized" either by having French as the common first language, or a variety of first foreign languages should be offered in the schools of any particular area.

The inspectors also want sixth-formers who are not specializing in languages to be able to continue with, or start, the study of a foreign language. They found this was rarely possible, even in sixth-form colleges.

Modern languages in comprehensive schools. HMSO. 90p.

Pay talks may stick on differentials

by Stephen Cohen

The Burnham Committee meets today for another round of talks on the teachers' pay claim. Agreement is expected on the global sum to be made available but discussions will concentrate on how that money is to be divided. The claim for a maximum rise of £4 a week and a minimum of £2.50 would add £90m to the present wage bill of £1,926m.

The sticking point so far has been how much should be deducted from the £90m to cover increments which the local authorities estimate range between £13m and £11m. At stake is an extra 46 pence a week in pay packets.

It is likely that the authorities' side of the committee will insist that the cost of increments cannot be reduced below £11m. The teachers' leaders, weary of repeating their protests at every Burnham meeting this year that there is no conclusive proof that increments cost so much, are likely to accept that argument.

Two weeks ago the teachers rejected a three-tier pay offer by the management. This would have given £105 a year to those earning less than £2,600; those between £2,600 and £4,160 would have got a rise of 5 per cent minus £27; those earning more than £4,160 would have got £180.

The National Association of Schoolmasters-Union of Women Teachers has told the TUC that it will back a new round of the social contract, but wants changes to help restore pay differentials.

The union told Mr Len Murray, TUC general secretary, that while the social contract and phases one and two of the pay code had been broadly justified its rigidity had created real problems in differentials.

A more flexible pay code, with percentage rather than flat rate rises, was needed to provide incentives.

DES backs separate colleges

Further Government support for separate sixth-form colleges comes this week in a report from the Department of Education and Science.

The colleges can save money and use teachers more efficiently, says the report on comprehensive education. There are 68 sixth-form colleges in the country with more than 38,000 students drawn from comprehensive schools in their areas.

Most of the colleges are open-access—there are no formal entry requirements—but a few use some method of selection, often based on O level passes. Ten years ago there was not one college and the DES said in a circular that only a limited number of experiments would be sanctioned.

The report says that sixth-form colleges are now a well-established feature of the comprehensive system. "They can lead to some economy of resources and allow for a more efficient use of specialist staff."

The report traces the growth of comprehensive education and sets out the progress made by local authorities. The latest figures show that, of the 105 authorities, only one has no comprehensive schools.

Report on Education 87, DES, Elizabeth House, York Road, London SE1, free.

...nd 'cafeteria-based' exams

...chers will have to surrender the...al independence they have enjoyed until now if the curriculum ...the 16-plus is to be put right, Eric Briault, former Inner London Education Officer, said this week.

At a conference of industrialists and local authority representatives he also forecast that opportunities for continuous education for all 16 to 18 year olds would be introduced within the next 10 years. And he called for a course certificate to replace the present system of taking examinations by single subjects.

Dr Briault, who is now visiting professor at Sussex University, said that he would be very happy to see less independence for teachers if it meant a better curriculum for the 16-plus age group and some kind of coordination between school examinations and further education examinations. "There is no relationship worth talking about at the present time between these two systems of examinations", he said.

He suggested the Education Secretary should revive the Central Advisory Council for England and Wales. It should have strongly worded terms of reference for establishing the right curriculum for the 16-plus age group, he said.

As school rolls fell, the teachers and resources that would be released should be concentrated on the post-16 group. "I forecast in about five years' time the National Association of Teachers in Further and Higher Education and the National Union of Teachers will join in a campaign to bring about some form of continuous education up to 18. It may be compulsory day release or some other form."

Dr Briault criticized the examination system at present and called it "cafeteria-based". The curriculum should be well balanced for young people in full-time education.

Mr Dennis Head, managing director, Rolls-Royce Aero-Division, said not enough people left school at 16-plus with the background to profit from further education.

Heads protest at new ratios

Heads and "directors" of sixth forms in 14 Avon schools have protested to the local education authority about dramatic changes in staffing ratios which they have been asked to implement.

From next year the pupil-teacher ratio for sixth-formers not studying A level examinations will leap from 11:1 to 19:1. This "strikes a blow at the educational opportunity of 16 to 19-year-olds", the heads and directors say in a statement.

"It will radically cut the number and variety of courses available to next year's sixth formers and, as a result, drastically limit job prospects and create more unemployment among pupils."

The change will mean the loss of 47 teachers. "How many hundreds of potential sixth-formers will follow these 47 to the employment exchange because they cannot get the qualifications that sixth-formers in previous years obtained?", the teachers ask.

The teachers fear that the change is the first step towards splitting sixth-form work away from secondary schools into separate colleges.

Gwent gets the worst results

Education committee chiefs in Gwent are meeting next month to discuss a secret report which shows that the county's education results are the worst in the country.

The report shows that more Gwent children leave secondary schools with no qualifications than in any other county. Over a third of the pupils do not obtain GCE or CSE certificates.

Wales itself fares badly compared with England. Figures revealed earlier this year show that 31.6 per cent of Welsh children leave with no qualifications compared with 20.4 per cent in England. An inquiry into the discrepancy has been mounted by the Welsh Office.

Gwent's figures, contained in a report by the director of education, Mr E. H. Loudon, show that 34 per cent of children do not obtain qualifications.

The report has not been made public and only members of the authority's schools sub-committee have seen it so far. But a reference to the report was contained in the sub-committee's minutes which expressed concern at the achievements of boys and girls in Gwent schools.

The chairman and vice-chairmen of the education committee and the schools sub-committee are to meet next month to decide what steps to take.

A spokesman for the county council said he could not comment as it was a confidential document.

Thinking in English

'CoRT Thinking' is probably the most widely used programme in the world for the direct teaching of thinking skills. The programme seems to have been welcomed by teachers in the English Department for several reasons:

1. The compulsion to express ones' own thinking provides a strong motivation for the development of language skills.
2. Language and thinking have always been closely related (though articulateness does not by itself confer thinking skill).
3. There is an opportunity to teach the two most important skills of all at the same time.
4. The teaching style of English teachers is, in general, very suited to the teaching of CoRT Thinking.
5. English language papers require more general thinking skill than any others.
6. The CoRT framework is so well suited to language teaching that it is often used for the teaching of English as a foreign language.

All six CoRT packs are now available. They can be used separately or as a series. Each pack contains a teacher's handbook and (re-usable) lesson notes for 30 pupils for ten lessons. (CoRT 6 is in booklet form.)

Further details from:
Direct Education Services Ltd.
1 Alfred Street, Blandford Forum, Dorset DT11 7JJ.

Curriculum research ignored, says centre

by Bob Doe

Research showing how and where money should be invested to make the school curriculum more relevant to the world of work is being ignored by the Government and the Schools Council, according to evidence laid before the House of Commons committee which is looking into the achievements of school leavers.

Written evidence from the National Centre for School Technology says there are more than 1,000 teachers ready and willing to do their part in preparing young people for productive careers in industry but they are not getting the support they need.

Project Technology, a curriculum project run by the centre and financed by the Schools Council among others, had, as long ago as 1969, identified where help was most needed but none was forthcoming from any Government department or the Schools Council.

The teachers were in schools and grouped in organizations that were in touch with the NCST. They needed help to promote the necessary contacts with local colleges and industries.

They also needed support for the development of suitable teaching materials, especially for girls and for the less academic.

The national centre, too, needed support "to continue to stimulate the growth of technology in schools in view of the reluctance to change fundamental attitudes."

There was *prima facie* evidence that the technological education advocated by the centre stimulated more interest in industrial careers among the more able. The Department of Education and Science had been asked in 1975 for money to investigate this further, but had not yet replied.

"While there is widespread development of technological subjects in schools these are limited to the average and below average ability pupil", said the report.

It was essential to stimulate the creative technological skills of the more able in schools and to show that these were valued as highly as mathematics and science. "Too often the attitude to technology is that it is a dilution of science and not appropriate to the more able pupil."

Threat to polys withdrawn

In a surprise move, the Inner London Education Authority has withdrawn threats to reduce the grants and staffing level of polytechnics which opposed its ruling on overseas quotas.

The ILEA has also indicated that it will not now insist upon cuts in overseas student numbers for September. In a letter to the polytechnic directors this week Mr John Bevan, senior assistant education officer said that its policy on foreign students was under review.

Last autumn the ILEA instructed the polytechnics to keep their overseas student numbers to the same level as the 1975-76 academic year.

The standstill was designed as the first phase of an ILEA plan to reduce foreign students from 25 per cent to 10 per cent by 1982.

It now seems that the ILEA has been influenced by warnings from the five directors that courses could be in jeopardy if overseas student numbers were reduced substantially.

It is now likely that the authority will fall into line with the less harsh directive on overseas student numbers in higher and further education issued by the Department of Education and Science in January. This urged colleges and universities to reduce their foreign student numbers to the 1975-76 levels.—*THES.*

Look into the Arnold Shop window

The Arnold Shop Window, a comprehensive exhibition of Arnold Educational Equipment and Publications, supported by lectures by educationalists, will be visiting Wolverhampton to give people in that area an opportunity to examine their:

Nursery and Infant Apparatus
Art and Craft Materials
Musical Instruments
Publications
Maths and Science Equipment
Audio Visual Aids
Modern Language Courses
Multi Media Kits

John Ingram will be representing The Times Educational Supplement during the course of the exhibition and looks forward to meeting as many teachers as possible.

The Exhibition will be held at the
Old Vic Hotel,
Lichfield Street, Wolverhampton

Tuesday, March 22 and Wednesday, March 23, 11 a.m. to 7.30 p.m.
Lectures will be given each day as follows:

March 22—5 p.m.
Improving reading standards at primary school level—
A. E. Tansley

March 23—5.30 p.m.
Fun with Instruments and Learning about Music—
Catherine Baxter

E. J. ARNOLD
E. J. Arnold & Son Ltd., Educational Equipment Manufacturers and Publishers, Butterley Street, Leeds LS10 1AX

DES 'lacks interest' in new colleges

The Department of Education and Science was criticized for "lack of interest" in the development of further education colleges at a conference arranged by the Association of Vice-Principals of Technical Institutions last week.

The conference, held at the Polytechnic of Central London, heard two heads of new "tertiary colleges"—formed by amalgamating old-style technical colleges and sixth-form colleges—bemoan the absence of central coordination of further education experiments and the lack of involvement of Her Majesty's Inspectorate in new schemes. Local authority chief education officers were also criticized for favouring schools rather than further education colleges in the area where they competed for post-16 studies.

Mr Fred Janes, principal of the Yeovil College, which he called a "new animal", not simply a takeover by a technical college of local sixth-form work, described to the conference the opportunities of tertiary colleges. They allowed a wider range of subjects to be offered at A level and the harsh divisions of school pupils into academic sheep and non-academic goats to be avoided. Students could take not only a range of A levels but ancillary courses as well.

The theme was taken up by Mr John Ballard, principal designate of a new tertiary college in Richmond.

Mr Ballard admitted there were problems. Parents were only just beginning to understand the implications of establishing sixth-form colleges and they would need to be persuaded of the benefits of the new arrangement. Adult education in the area, at present undertaken by Richmond Adult College, should not be kept separate from the work of the tertiary college and Mr Ballard promised to involve both adults and mature students in his programmes. —*THES.*

Six-month delay in N and F level reports

The Schools Council now has the results of feasibility studies of the new N and F level sixth form examinations but it will be six months or more before these findings see the light of day.

N and F levels are intended as a replacement for A levels that would broaden the sixth form curriculum as suggested last week by the Education Secretary, Mrs Shirley Williams (page 6).

Sixth-formers expecting to go on to higher education would take three subjects at N or normal level and two at F, or further level. Each N level would occupy half the study time of an A level and each F level three-quarters.

The Schools Council set up 16 different subject panels to see if it would be possible to devise suitable syllabuses for such courses. These panels in turn commissioned groups of subject experts who have produced a total of 56 new N and F syllabuses.

These, along with comments by the subject panels, are now in the hands of the Schools Council; 12,000 copies will now be made and distributed to schools, colleges and some industrialists "by next Christmas" according to the Council.

The Council has also completed a study of the practical implications of the N and F proposals, but this, too, will not be published until January, 1978 at the earliest. Copies of it are circulating to Council committees.

Asked the reason for the delay, Mr Rupert Booth, the Council's senior educational adviser, said typing and printing such reports took at least six months unless the Council was willing to spend a lot of money.

Among the practical implications of this broader curriculum, there will be many more N and F courses than at present. A level courses simply because each pupil will be spread over five instead of three. The Council says for instance that the increase in sixth form maths courses would increase by 50 per cent.

The report says this would not require any increase in the number of teachers, however, as long as N and F level groups were brought together in sixth forms of 150 ...

As part of the Council's study, nearly 3,000 sixth-formers in ... schools were asked to say what N and F levels they would have plumped for if the system had been ready in operation. Most chose a good balance of subjects, three or four different subject areas. Included were Latin and Greek, the minority foreign languages, Russian and Italian for which there is generally little demand at A level.

Teach teachers about sex

Britain's teachers know hardly anything about sex education, says a report published this week. Only 10 per cent of student teachers receive any instruction in it while at training college. And some of the information they do get is "dangerously wrong".

The report, by two mature students at Crewe and Alsager College of Higher Education, says sex education is sporadic and largely ineffective. Teachers lack the in-depth knowledge, specialized counselling skills, tact and understanding necessary to help with the personal sexual problems of young people.

Mr Barry Draycott and Mr ... Pruslett say: "Let us admit ... most of our present teachers know no more about sex education and are as attitudinally unsuitable as they are to teach Chinese to birds and the bees."

The report was produced as a final year dissertation. It recommends that all courses for student teachers should automatically include sex education as a compulsory part of the curriculum.

PERSONAL COLUMN

Gerry Fowler

Oh, to be young—and in benefit

This last year we have heard a great deal about unemployed teachers. In no way do I wish to belittle their plight. To be out of work is always one of the most unpleasant experiences that can befall someone, as I know from the period after I lost my seat in Parliament in 1970.

But at least they have the advantage of having had five years further education after the statutory school-leaving age, which enhances their prospects of finding a job somewhere sometime, as well as making them more able (it is to be hoped) to cope with their personal problems.

Consider by contrast the growing number of unemployed young people who left school at 16, and who have no more prospect of further education or training than they have of a job. During the past decade or more the proportion of the unemployed who are under 20 seems to have been increasing.

In favourable economic conditions their absolute numbers are of course lower—but the percentage of total unemployment for which they account continues to increase.

The young unemployed are naturally concentrated most heavily in that 40 per cent of the age-group who leave education at 16, never to resume contact with it. Some of them might, indeed, have hoped to secure day release from work to college—but first you have to secure work.

I suspect that the heaviest concentration of all is among the 20 per cent who leave school with no exam successes at all, not even a single CSE subject pass. Worst of all is to possess no mark of scholastic success, to be black, and to live in one of the areas of above average unemployment—which include many of the "inner cities".

There are many possible explanations of this phenomenon. One is undoubtedly the narrowing in the postwar period of the differentials between the pay of the young and of the more mature, of the skilled and of the unskilled. Once upon a time an employer could opt for a young untrained rookie straight from school in preference to a mature craftsman, knowing that his lower productivity would be balanced by his very much lower rate of pay. That choice is no longer real.

Another is probably the higher standards of knowledge and skill demanded by modern technology and the industries which rely upon it. Much of the current debate about literacy and numeracy is wrongheaded, in that what is relevant is "functional literacy" and "functional numeracy". The adequacy of a given standard of literacy cannot be judged by reference to an absolute and unchanging criterion, but only by comparison with the demands of work and of citizenship in a particular society.

Short-term political palliatives may accidentally make the problem seem less serious than it is, and thus divert attention from it. Both the job creation and the work experience programmes have this undesirable side-effect. It is impossible to deduce from the employment statistics how many young people have had a lengthy period of unemployment interrupted only by a few months as part beneficiaries of the welfare state in quasi-job situations.

The statistics record only the present period of unemployment, disregarding previous periods. Thus, some of those who seem to have been out of work for only a few months may never have had a real job in two or three years, but only a brief period working at a job-substitute (the ultimate symbol of the ersatz society).

For most there is little incentive to continue education or training after they leave school, instead of doing nothing. Means-tested educational maintenance allowances cover a tiny proportion of those who remain at school. Some can take part-time education and training and still draw some supplementary benefit—provided they are prepared to drop their studies immediately a job is offered. Discretionary student awards, at an unpredictable level, become fewer as the squeeze on local authority spending tightens.

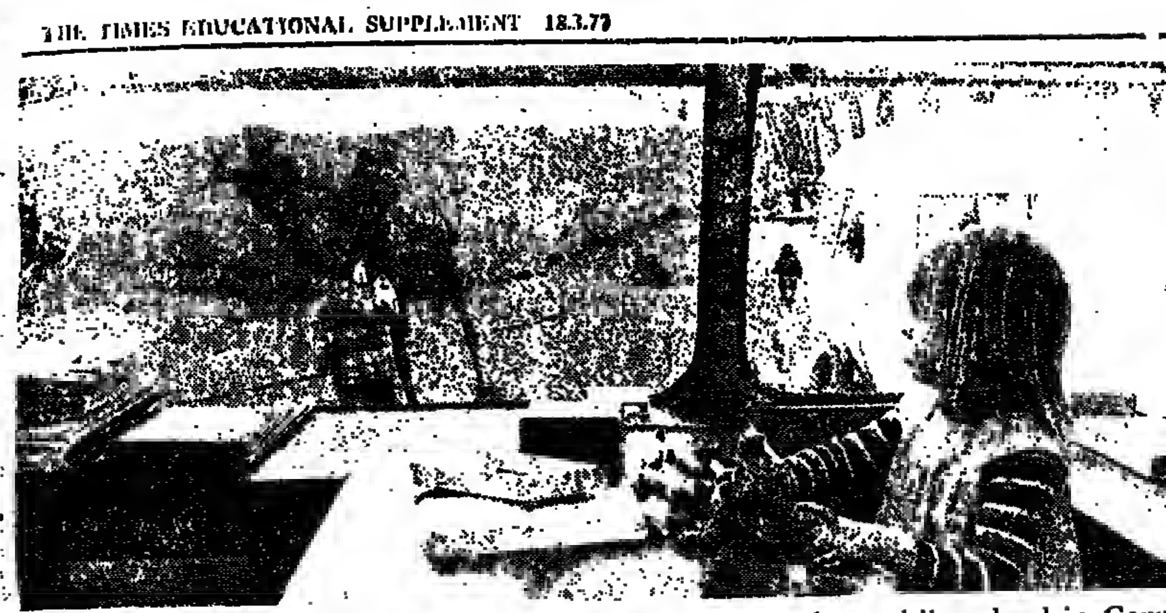
For the favoured few there is a TSA grant, if they take an approved course of training, whether or not it is what they most want to do. For the majority supplementary benefit affords the highest level of income to which they can hope to attain.

The effect of this situation on the schools is easy to ignore. For in the later years of secondary schooling often lack motivation, and in the more deprived areas, notably the inner cities, truancy is a major problem. Fifteen and 16-year-olds brag about the supplementary benefit they will draw the moment they can leave school. Their overt philosophy seems to be that there is no point in working.

Some blame the schools, others blame the welfare state. Few point the finger at the true culprit—the level of youth unemployment and the hopeless and barren vista that stretches before many young people as they approach school-leaving age.

Teachers are sometimes subjected to abuse or even violence, and more often to dumb insolence. They are, through no fault of their own, authority figures, the representatives of a society which faces many of its young people with years and years of nothing to do and nowhere to go. Heroes exist elsewhere—on the football field or at the pop concert—but they stand outside and have broken free from the society which is unconsciously betraying a new generation.

Some suggest that the schools are failing to meet the needs of industry and of society. Industrialists and politicians must realize that until they set their own house in order, and can offer all young people employment, and combine education and training alongside, the problems of the schools are likely to get worse, not better. The schools do not merely serve society. They mirror it—warts and all.



The classroom with a most unusual view belongs to the mobile school in Gerry Cottle's circus currently touring the Midlands. It takes up to 12 children aged between four and 14 from circus families.

Infants' lost lessons

Pupils in some primary and secondary schools get as much as an hour a day more instruction than children elsewhere, according to a survey conducted by the education committee in Solihull.

Over a year this added up to eight and a half weeks, or nearly a full term, depriving some infants of nearly a third of their schooling before they entered the juniors.

The research revealing these discrepancies was instigated after some schools had asked to vary their afternoon sessions to suit daylight saving schemes. Head teachers were asked to provide a detailed analysis of the time their staff spent in actual teaching as opposed to supervision of playtime and other recreational activities, religious education and worship.

The difference was less marked in junior schools but it could still amount to half an hour a day, or some four weeks in a term. In this way pupils in the less favoured schools were receiving roughly a third less instruction than their peers.

The combined effect of such discrepancies could mean that particularly unfortunate pupils have been losing as much as a full year's teaching before starting secondary education.

In an effort to eliminate such variations the Solihull education committee decided on Monday to stipulate a minimum daily time for secular instruction in its primary schools: head teachers will now be told that infants must have at least 3 hours 15 minutes instruction daily, while those in junior schools must have at least half an hour longer. In each case this excludes recreational time.

Tameside asks the parents

Tameside council, which last year fought to keep its grammar schools, is to ask all parents of school age children in the authority for their views on how its secondary schools should be organized.

"Mrs Williams has asked that parents be fully consulted and we are doing just that", said Mr Donald Thorpe, chairman of the education committee. "This will be a democratic exercise and we intend to follow the wishes of the majority."

Parents will be asked whether they want to see the present Tameside system retained. This includes five grammar schools, 16 secondary modern schools, and three purpose-built comprehensives.

Voluntary schools 'morally wrong'

A suggestion by a churchman and former junior education minister that financially privileged voluntary schools were morally wrong and should be replaced by interdenominational Christian schools was rejected this week by the Right Rev Robert Martineau, Bishop of Blackburn and chairman of the Church of England General Synod Board of Education.

He was commenting on a speech at Nottingham last Saturday by Mr William van Straubenzee, MP, a junior minister in the last Conservative government.

Mr van Straubenzee, an Anglican, pointed out that because of spiralling costs the churches had had to ask the state to increase its contribution to capital expenditure on their schools. Since 1974 this had been at 85 per cent.

"It means that for a mere 15 per cent capital contribution the churches enjoy a 'most favoured nation' status even more marked when you recall that the overwhelming proportion of revenue costs are met by the state", he said.

"As a churchman I am bound to ask myself the uncomfortable question as to whether this is morally right? Am I not accepting from the state a status of considerable privilege without myself committing resources in any way comparable to the size of the privilege I am receiving?"

Mr van Straubenzee suggested that denominational schools were an anachronism and should be replaced by Christian schools for which the state would pay 100 per cent of the capital cost.

He also reflected on the possibility of an immigrant group wanting to establish a non-Christian voluntary school. What objections could there be on educational grounds, he asked. Yet would it be sound public policy for immigrant children to be brought up in wholly immigrant schools.

The Bishop of Blackburn disagreed with Mr Straubenzee's idea of non-denominational Christian schools. "The denominations are slowly moving together. We already have Anglican-Methodist schools—the first was founded in my diocese—and Anglican-Catholic schools. But I still think there is a place for the denominational school", he said.

He could see no objection to non-Christian groups wanting their own schools but in his experience they did not want them. "Here in Blackburn where we have many Asians they seem to like their children to go to the Church schools. And they do not withdraw from the religious assembly."

London TV cut

Inner London's educational television service is to be cut. The GPO land-line to schools is to be given up and instead the Inner London Education Authority will concentrate on producing cassetted programmes for schools that want them.

The move will save the ILEA £410,000 a year in operating costs, although it will have to pay the Post Office nearly £1m in compensation and spend money on new equipment for playing cassettes.

Steering group for 16-plus

Sir James Waddell, until recently at the Home Office, has been appointed chairman of the steering committee appointed by Mrs Williams, the Education Secretary, to study proposals for a common system of examining at 16 plus.

The 16-member committee includes senior DES civil servants, four headmasters, and an industrialist and trade unionist.

More cash urged for racial equality

by Virginia Makins

The Government should set up a special spending programme to tackle racial disadvantage. The money could come from existing programmes—though extra funds would mean more effective action.

This is the main recommendation of the Community Relations Commission report on urban deprivation, racial inequality and social policy (commissioned by the Home Office).

The report sets out the facts on disadvantage and discrimination. The main conclusion is that ethnic minorities suffer from a particular degree of deprivation, with distinctive clusters of disadvantage not found among other inner city residents.

The causes differ from those leading to disadvantage for whites. For blacks, the important factor is racial discrimination. "Not only does this set limits on the employment and housing opportunities of members of minority groups but the experience of living in a racially prejudiced and discriminating society leads to distinctive reactions in the minority communities.

"The minorities' ability or willingness to adapt to new conditions and ideas is impeded by fear, insecurity, and the experience of having their persons, cultures and identities undervalued, overlooked or despised."

Thus, CRC commissioned fieldwork in a dozen local authorities to establish the views of local authority policy makers—administrators and politicians, professionals working on the ground, and consumers. They found that policy makers rarely consider questions relating to racial discrimination, inequality, or the particular needs of minority groups.

The professional workers are left to try to adapt existing services to the special needs of ethnic minorities with little guidance or support. Most of them feel that their training for the job has been inadequate. Present ad hoc initiatives need to be coordinated and directed into a coherent policy to promote equality of opportunity and eliminate discrimination.

The commission suggests that the present funding arrangements to provide special staff under Section 11 of the Local Government Act, and the proportion of the Urban Programme aimed at helping minority groups (and, preferably, some new money) should be put into a Programme for Racial Equality and administered by the Home Office.

Both central and local government departments should develop clear policies and strategies for tackling the social effects of racial discrimination. The central fund should be used for new initiatives, and for monitoring.

Part of the fund should be used to finance voluntary self-help schemes. And it is essential that minority groups themselves should be involved in clarifying needs, planning policies and providing services.

Local education services had taken some account of the special needs of minority groups. In areas with high immigrant concentrations, they need special funds to provide, for example, expensive language services.

But the CRC criticizes the dominant educational strategy of trying to achieve racial equality in education by encouraging minority groups to integrate into the way of life of the majority of the population.

Where discrimination is widespread, this strategy is inadequate. Children subjected to racial hostility and discrimination have educational needs beyond being given the tools to integrate.

An attempt to make racial differences more prominent, on the "different but equal" principle, rather than playing them down, would have two main advantages. Children would be encouraged to exercise tolerance. And minority children would be given confidence in their cultural identity.

The new Race Relations Act makes it essential for education authorities to scrutinize their policies. The Act extends the definition of racial discrimination to include inadvertent discrimination. And it excepts special education provision from the general anti-discrimination laws.

This would allow more attention to minority language and cultures, and more support to community groups attempting to preserve them, and more emphasis on in-service training and the hiring and promotion of minority staff.

When it came to the youth service, the CRC found a marked lack of confidence and direction. Professional workers were left with the responsibility for devising services appropriate to the needs of multiracial areas, with no support from the policy makers.

In a time of economic cutbacks, the commission believes it is essential for central and local government to develop a strategy for educational provision to tackle racial discrimination.

The CRC report quotes one local authority view on placement initiatives so far. "When you look at the special community development projects, Urban Aid, all that sort of thing, there are three things that strike you. One, it's incoherent; secondly, it amounts to a row of beans and not much more; and thirdly, it's really ameliorative, rather than curative or preventive."

Urban Deprivation, Racial Inequality, and Social Policy. A Report. HMSO, £1.75.

Job level analysed by academic qualifications—white and minority men

Men in job market who have worked — Job level	Degree/prof. qual. to degree level* — White	Degree/prof. qual. to degree level* — Minority	'A' level/Asian BA/BSc. — White	'A' level/Asian BA/BSc. — Minority	'O' level and equivalents — White	'O' level and equivalents — Minority
	%	%	%	%	%	%
Professional/management	79	31	38	23	33	8
White collar	22	48	45	32	37	33
Skilled manual	0	14	11	27	21	37
Semi-skilled/unskilled manual	0	7	6	18	9	22

(Men having stated qualifications as highest)

* excluding Asian first degrees

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AAM conference

Bert Lodge reports

Crazy to drop maths and languages too early—Mrs Williams

Changes in the traditional concentration on only three subjects in the sixth form were called for by Mrs Shirley Williams when she addressed the annual conference of the Association of Assistant Mistresses in London last week.

She also told delegates that greater stability in staffing was already showing results. She suggested that there might be a case for teaching two sorts of maths and English, and rejected again the idea of a centralized curriculum.

Too early specialization, resulting in too many pupils dropping maths and foreign languages too early, was crazy for a trading nation, said Mrs Williams. A foreign language should be maintained, at least as a subsidiary subject, up into the sixth form.

"Industry and science are not becoming insular. They are necessarily international. Thousands of our boys and girls will be insufficiently equipped for their future careers if they do not retain their ability to speak a foreign language."

Weak areas in our industries, like design, marketing, after-sales service, required a foreign language. Girls could make a major contribution to them.

"This would help to solve the problem of finding new careers for those girls who in past years went into teacher training."

In the future the problem in schools would be of contraction rather than expansion, said Mrs Williams. In the past two years the wastage rate from the profession had dropped from 11 to 6 per cent. In the inner cities it had dropped by one third. This stability would make for better standards.

Recent tests from the National Foundation for Educational Research showed a rise in reading ability at 11. The scores for the whole country were: 1955, 28.71; 1970, 29.38; 1976, 31.07.

Referring to criticism from employers that school leavers appeared neither so numerate nor literate as they ought to be, Mrs Williams said that no fair comparison could be made with the leavers of a generation ago. A much higher proportion of girls and boys now went on to further and higher education.

"Employers are looking at a much more heavily creamed section of the population than they did before."

The question was whether to educate young people to achieve the maximum academic achievement they were capable of or to give them skills they would need at work. She thought the answer was to provide both.

Perhaps there should be two sorts of maths and English. At present girls gave up maths, and boys dropped English literature too early. There was a gap between understanding maths and maths as a skill.

Rejecting the idea of a directed curriculum as "too Orwellian", the Education Secretary said there was, however, need for a common approach and common guidance to cope with the problems arising from transfer from primary to secondary schools and mobility of parents.

"Teachers centres could help here. They could bring together teachers from feeder primary schools and secondaries so there will be some understanding of what each is doing."

Mrs Williams said there had been a marked increase in the number of girls taking physics and chemistry at GCE and CSE level. Perhaps a unified science course would be better for the 11-16 age group.

Crumbs from the top table: Miss Joyce Baird, president of AAM, waits hopefully for words of comfort.

Disaster if l.e.a.s get rid of their part-timers

Recognition that a period of part-time service was a normal element in the career of many women teachers was demanded by Miss Catherine Hurren, Highcliffe Comprehensive School, Dorset. Her motion which urged local authorities to not only retain part-timers but to go on recruiting them was carried unanimously.

The number of part-time teachers was cut by one fifth last year, she said. Many AAM members were part-time and were among the most effective and hardworking of colleagues.

"Are we going to allow part-time teaching to become a thing of the past?" she asked. "It offers opportunity to people who have much to offer in return."

Mrs Beth Davies, Macclesfield High School, said parenthood was a work experience undreamed of before marriage. It brought no paper qualifications but it was a valuable complement to teacher training. Local authorities must be encouraged to retain and recruit part-timers.

Miss Heather Morgan, Leamington College for Girls, said all part-timers in her own area had already been dismissed. As a result of losing the part-timer in her own department she had been obliged to teach three separate A level syllabuses this year.

"If that is what getting rid of part-timers means, disaster is approaching."

Mrs Margaret Mills, Wareham Middle School, Dorset, said many teachers would like to go part time—for personal, academic or domestic reasons, or even older teachers nearing retirement provided they could retain security of tenure. She was confident a part-time contract could be arranged.

Girls shown in passive roles

A motion calling upon publishers to eliminate sexism from school books was strongly opposed at the conference.

Though it was finally passed, almost as many of the 350 delegates abstained as voted in favour of the motion. The opponents warmly applauded Mrs L. Turbot, Normanton Grammar School, Yorkshire, when she warned of the danger of replacing one kind of brainwashing with another.

She was replying to criticism from the proposer, Mrs Diane Smith, Bishopstoke Infants school, that school books showed girls in passive roles while boys were always portrayed doing something active.

Mrs Rita Corless, Southampton College for girls, said it amounted to brainwashing in the formative years. "Many girls are convinced their main role in life is to be some boy's slave. Many boys get the same impression."

Boys also suffered from this sexual stereotyping. They were scorned by their peers, or even their fathers, for not being good at sport. "I maintain irreparable damage can be done before they leave the infants."

Mrs Turbot was uneasy about the motion. "We are making value judgments about each kind of activity. The motion assumes that it is something superior for a girl to climb mountains or do adventurous things.

"There is a danger of overstating the case, of oversimplifying it. We should be teaching people to have freedom of choice."

Fear and mistrust among teachers 'scandalous'

Ignorance, fear and mistrust between teachers at different age levels was in some areas nothing short of scandalous, said Mrs Barbara Smith, the Sponne School, Towcester, when demanding more liaison on curriculum and methods between schools dealing with various age groups. Her resolution was carried.

"The feeling that a pupil's earlier teaching has been inadequate is too common among teachers. What lies behind all this mistrust?"

One factor was fear of a loss of autonomy. "Heads believe they may lose the right to be their own masters. The syllabus will be by diktat from below." Lack of confidence in their ability to teach well was another.

"Those on one side have little or no knowledge of the territory of the other. We must all be made to get to know each other, starting with heads then across the subject range. Even better would be visiting each other's classrooms."

Mrs Pauline Stott, Widnes Junior College, said she taught maths in a sixth-form college. "It is difficult to find a common area from which to start. Our feeder schools say they need to know what we want them to teach and we say we want to know what they are teaching".

A plea for time to link with other schools was made by Mrs Patricia Griffiths, Netherley Comprehensive, Liverpool. At her school, she said, there was a primary links committee with members from the 14 feeder primary schools, but it was asking much of primary teachers to come along after four o'clock.

Mrs I. M. Preston, Monkwearmouth School, Sunderland, had reservations about insisting on standardized methods. "You are alienating heads and staff of different schools. There are more ways than one of making a cake."

Top jobs lost by falling rolls

The conference decided on an emergency resolution that there should be enough flexibility in the next stage of the Government's pay policy to permit differentials to be restored and anomalies in the present scales to be removed.

Miss Kay Wimpenny, [illegible] High School, Lowestoft, said the effect of the Government's pay policy so far—two flat increases—had been to erode the differentials resulting from the Houghton award to teachers in 1974.

Miss P. McNaughton, [illegible] School, Fulham, said the points system was being affected by falling rolls. Her own group 10 school was entitled to three senior teacher posts but if it dropped to group nine they would not qualify for any. An element of flexibility was essential if career teachers were to be encouraged.

Miss E. Whaley, [illegible] primary school, Tyne-Wear, said that with one deputy head, [illegible] Scale 2 posts and four Scale 1 [illegible] there was no prospect of [illegible] getting any higher in her school. "We can't have a Scale 3 [illegible] they would get the same as the deputy head. We look with envy at the local comprehensive."

Mrs G. M. Thorpe, [illegible] School, Derby, said her school had 17 fifth forms, 14 fourths, [illegible] also second and eight first forms.

"Next year we shall have six first forms. There is no hope of promotion for anyone in the school within the existing system."

Moved back to headships

The decision by some local authorities to economize by moving advisers into vacant headships on a temporary two year basis was condemned by Mrs Eileen Edwards, [illegible] School, Wigan.

She was supporting a resolution urging local authorities not to economize by reducing staffing ratios or by using money allocated to education for other purposes.

"They are mostly men and women who have moved out of the school system and are now being moved back", said Mrs Edwards. "We do not feel they can give the dedication to the job needed by a head in such a temporary arrangement. This association should prevent it happening."

Miss Margaret Fewings [illegible] teachers must see education adequately provided for, even if it meant a rise in rates. Before estimates were made it was essential there should be consultation between teachers, education officers and councillors.

The serious consequences of not replacing secretaries and technicians were emphasized by Mrs Laura Guest, Roundhay School, Leeds. "I am senior tutor. I am also matron, mother confessor. I run errands, cope with parents, cook and teach 15 periods a week. Yet, for only one period each week do I have the help of a secretary. If she is not replaced when she leaves at Easter you can imagine the situation I shall be in."

Union complains of low standards

by Owen Surridge

Mixed ability teaching, indiscipline and parental indifference were prime causes of declining educational attainment, said the National Association of Schoolmasters-Union of Women Teachers on Monday.

Giving evidence to the Commons committee which is looking into standards in schools, Mr Frederick Smithies, assistant general secretary of the association, said indiscipline was no longer confined to the third forms of secondary schools. He said that in the last decade and a half the trouble had spread throughout secondary schools and was appearing increasingly in primary schools.

"My colleagues in infants' schools tell me, although I can hardly credit it, that, even there, some children are absolutely intractable."

The difficulty was now much greater than teachers were traditionally accustomed to, he said, but he resisted a suggestion from Mr Peter Hardy, a member of the committee, that local authorities should prosecute parents of children who were persistent disrupters.

"You cannot compel people to send their children to school then prosecute them because the children will not accept it", he said.

Mr Ronald Cocking, treasurer of the NAS-UWT, said the trouble usually came from low achievers of poor motivation. "There are children who do not and will not accept or fit into school", he said. "They will have to be put out for the sake of the greater number."

He claimed that serious disruption could be caused by only one in a class, or even one in a school. Appealing for society to recognize the difficulty, he said, "The community must help us."

He claimed that the roots of the problem lay in parental attitudes and the fact that, in many families, both parents were out at work. "Before the war if a child was suspended the parents were ashamed but that no longer seems to be the case." With both parents out, children had more freedom and resented the assertion of authority—he added: "But I suppose we are crying not for a return to a social system that is no longer there."

In an effort to involve communities more closely with schools, and in the hope of gaining more support for them, the association suggested the disbanding of existing governing bodies and their replacement by a small community council for each school.

The councils would comprise parents, teachers, and others with what was described as "a legitimate interest" in schools management and the curriculum. He agreed that this could place teachers in the position of having to justify their methods but he thought that was no bad thing.

Blame for declining standards and indiscipline was also attributed in some measure to mixed ability teaching. In written evidence the association said:

"We know mixed ability teaching can work for teachers who believe in it, who are capable of withstanding the enormous pressures the technique engenders and who are prepared consistently to put in the very high level of effort that is called for. We believe that many teachers have suffered from having the technique imposed on them.

The combination of mixed ability teaching and an insecure disciplinary situation are an obvious recipe for disaster which no amount of well-meaning teacher effort is likely to avert."

Snails like porridge oats—a discovery made by pupils of Coldfall Primary School, Haringey in London, while working on a project for the borough's third annual environmental studies exhibition to be held for two weeks at the Haringey Teachers' Centre, from March 26.

Some delinquents like school

Some serious and persistent juvenile offenders are not necessarily against going to school, a Glasgow survey has revealed.

But the majority of offenders are anti-education Mr Frank O'Hagan of Notre Dame College of Education, Glasgow, finds in the survey which is published in the latest issue of *Educational Research*.

He selected a group of 120 boys for the project, half of whom had been convicted of serious offences. They were between 13 and 16 and all were drawn from poor families. They were all at comprehensive schools.

The information was elicited through group discussions, interviews and essays. Three groups were discovered. There were "the school-oriented", those who most favoured school; this group included a few of the offenders.

There were those with a more casual attitude who saw school as an unavoidable bore; they did not seek to cause teachers trouble and generally gave no trouble if left alone.

The third group was determinedly anti-school and included one or two children who had not been convicted of an offence. They were persistent trouble-makers who had no use for education and some of whom had managed to escape it for all but a few days for several years.

A high proportion of all the participants in each group thought teachers had too many favourites and there was little difference in their views about strictness, although the offenders were more prone to complain about it. All rated teachers as standing between their parents and the police in their strictness. The police drew particular hostility only from the offenders.

Only 12 per cent of the offenders did not want to leave school as soon as they could, as opposed to 75 per cent of the non-offenders, but some 60 per cent of the offenders agreed that education was useful, only 30 per cent fewer than the non-offenders.

Mr Hagan has interpreted this as disproving the myth that working class children did not value education. In a concluding call for further research along these lines he says it could only lead to the early spotting of potential educational drop-outs and make it possible to organize remedial action before it was too late.

Educational Research, February, 1977, National Foundation for Educational Research, 2 Jennings Buildings, Thames Avenue, Windsor, Berks. £1.75.

Overcrowding and truancy link

Overcrowded homes and the truant's urge to escape from school are linked in a new report prepared by the National Children's Bureau.

Lack of amenities such as hot running water and the sharing of lavatories and bathrooms with other families were also found to affect truancy. This applied whatever the social class of the children, although it was less true of families of semi-skilled and unskilled workers.

The study is based on a national survey of 15,000 16-year-olds. Earlier research had suggested that truancy was much more prevalent in neighbourhoods labelled "deprived", but the bureau claims its latest study is the first to establish the direct link between poor school attendance and poor housing.

The precise cause of the link is still not clear, but Mr Alan Tibbenham, who carried out the research, suggests that it may be the result of the seeming unimportance of education to parents under stress of overcrowding.

He believes their lack of interest is reflected in their children's school work, the standard of which is further depressed by the tiredness of children who have to stay awake until the whole family settles down for the night.

Staffing dispute drags on

An attempt to break the deadlock in the dispute between teachers and Stockport education authority over staffing standards failed last week. The National Union of Teachers suggested that the dispute should be referred to arbitration, but the authority rebuffed the idea.

The union made the offer at a meeting between teachers' representatives and leaders of the authority last week. The dispute is over Stockport's low position in the pupil-teacher league table and the decision to employ 28 fewer teachers next year.

The ratio of children to staff in primary schools is 27.9 : 1. The authority offered last week to employ four more teachers by making savings elsewhere, but this was rejected as "derisory" by the NUT.

A spokesman for the authority said this week that the offer of arbitration had been turned down because there was no way in which an outside organization could decide on a matter which affected the rates.

"They cannot arbitrate on how much money we can take from the ratepayers. We are not sure that it would be lawful."

A NUT spokesman said that there were precedents for arbitration.

The dispute, which affects 120 schools and has led to 5,000 children being sent home every week, is still continuing. The National Association of Schoolmasters-Union of Women Teachers is also taking industrial action by not standing in for absent colleagues.

A working party has been set up to examine the teachers' demands for improved staffing ratios and should report in two weeks' time. Stockport Council has fixed its budget for next year, so any extra money would have to be found by administrative means. The working party will look at a plan to save £15,000 by delaying payment of teachers' August salary cheques until August itself.

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Platform speakers at last week's regional conference.

Peterborough: Round 4 of the Great Debate

Cuts–the common sore

The item that does not appear on the agenda continued to dominate discussions as the Great Debate went into its fourth session at Peterborough Technical College last Friday.

Nearly all the teachers who spoke raised the subject of shortage of resources, and cuts were a particularly sore point with l.e.a. spokesmen from surrounding East Anglian counties, where they have done so badly out of the distribution of the rate support grant.

Miss Margaret Jackson, Under Secretary of State for Education, said when she opened the conference that resources could be raised in context. But the names she gratefully singled out for special mention in her summing up were those of the only two speakers who said that resources were not the most important thing.

Mr C. T. Black, chairman of Bedfordshire education committee, said in-service training had been increased in spite of severe cuts. "You could still improve standards without more resources", he added. Mr George Cooke, county education officer for Lincolnshire, even summoned up a war-time spirit. There was a crisis of morale, but we should all pull together, redeploy, and accept the limitation of resources.

"We can't ask for more resources", commented Miss Jackson severely, "without asking where they will come from. There are still very considerable resources in education."

Summing up the real subjects for debate, she said the curriculum session suggested that communication and numeracy skills should be the aim in all subjects. On the question of assessment, there was agreement that it was valuable and necessary for diagnostic and remedial purposes; the argument was on how it should be done, and whether results should be published.

Everyone wanted more induction and in-service training for teachers. Where school and work was concerned, if idealism was turning young people away from industry it was a failure of both sides, but especially of education.

Mr Jack Chadderton, director of education for Newcastle, opened the first session on the curriculum with some welcome clarity on a common core, and more provocative remarks about sanctions and the 11-plus which were less well received on the platform.

If you took the three Rs as a basis for the core, together with religious and social education, that would have the merit of simplicity for phase one. After that, you could add on science, humanities, industry, commerce, political background and a second language, but it should be remembered that the core curriculum and the whole curriculum were not the same thing.

"The core should not be imposed, but when sweet reason fails, we shall have to think about ultimate sanctions". Neither he nor anyone else was willing to be drawn on what such sanctions might be, but he pointed out that the William Tyndale affair had shown the irrevocable responsibility of the l.e.a. for what took place in school.

The 11-plus, Mr Chadderton pointed out, had had its own inner core which imposed discipline, sharpened the mind and therefore had some sort of merit. Total freedom had its snares. The removal of the 11-plus had taken away a crutch and nothing had replaced it.

In the debate that followed, there were echoes of his view that the core should be kept small and simple. Professor Bernard Crick, of Birkbeck College, wanted the core to be "narrow and tight", with children in inner city schools given the chance to get out for some work experience if the unions would allow it.

Nobody took up Mr Chadderton's views on the 11-plus, though at the press conference which followed both Miss Jackson and Miss Margaret Maden, head of Islington Green school and the [illegible] speaker on assessment, were sorry he had mentioned it. They agreed, however, that assessment for diagnostic information needed to be done throughout school life, probably at seven, 11 and 14.

Mr Chadderton said there already were literacy tests at seven and 11 in Newcastle and the same were needed for numeracy. "We don't want to wait for the Assessment of Performance Unit; a whole generation of children could move through."

In her opening remarks on assessment of standards, Miss Maden said that a mad rush towards batteries of tests was not in the best interests of children or teachers. Assessment of children was only helpful for diagnosis, but the performance of schools should be examined and monitored. She would like something on the lines of CNAA validation, which would force teachers to think out clearly what they were trying to do.

Margaret Maden.

Mr Pat Sharpe of the engineering industry deplored the fact that the Technician Education Council only required CSE grade three for entry.

Mrs Stella Meldrum, who teaches adult illiterates, said there would be less waste if many people were assessed earlier, in time for remedial action. Mrs Pamela Wade, a parent member of the National Education Association, wanted unpopular and under-subscribed schools assessed, so that the ineffective schools could be closed as the population fell "instead of attacking parents and forcing them to send their children there".

Dr Frank Wild, secretary of the Cambridge Local Examinations Syndicate, sounded a warning note on standards. Candidates from developing countries provided some evidence, he said, that standards in schools there were better than here. Miss Jackson wondered if he was comparing the average here with the cream of the developing countries.

On teacher training Professor John Turner, of Manchester University, said we had to raise entry standards to two A levels and O levels in English and mathematics, and the certification course should be abolished by autumn 1979. Training was essential in difficult and shortage subjects, attention should switch from structure to content, and the government commitment to in-service training backed with money.

An Essex head said he was horrified about the possible closure of Shoreditch college, which turned out the best handicraft teachers. "How can we achieve if we close down the resource centres?"

Miss Hilary Shuard, who trains mathematics teachers, pointed out that we had come through so acute shortage. Mathematics was taught by people who were doing their best though underqualified for the job. "Many will be around for the next 20 years", she said.

Mr Jack MacGougan, of the TUC General Council, opened the school and work session. The neglect of 16-to-19s was appalling, he said, and the TUC wanted a government pledge of education and training for all young workers.

Mr Peter Kennedy, of the NUT, pointed out that schools would be providing a smaller workforce which would mean more retired people. That was why schools needed more money not less. Some of the 20,000 unemployed teachers should be put to work to help.

Mr K. A. Devine, of the Cambridge Institute of Careers Officers, wished the government would legislate to make it compulsory for jobs to be registered with the careers service. They were in a no man's land between l.e.a.s and employment agencies. "One wonders to whom the Manpower Services Commission is accountable."

Patricia Rowan

See Aristides, page 88

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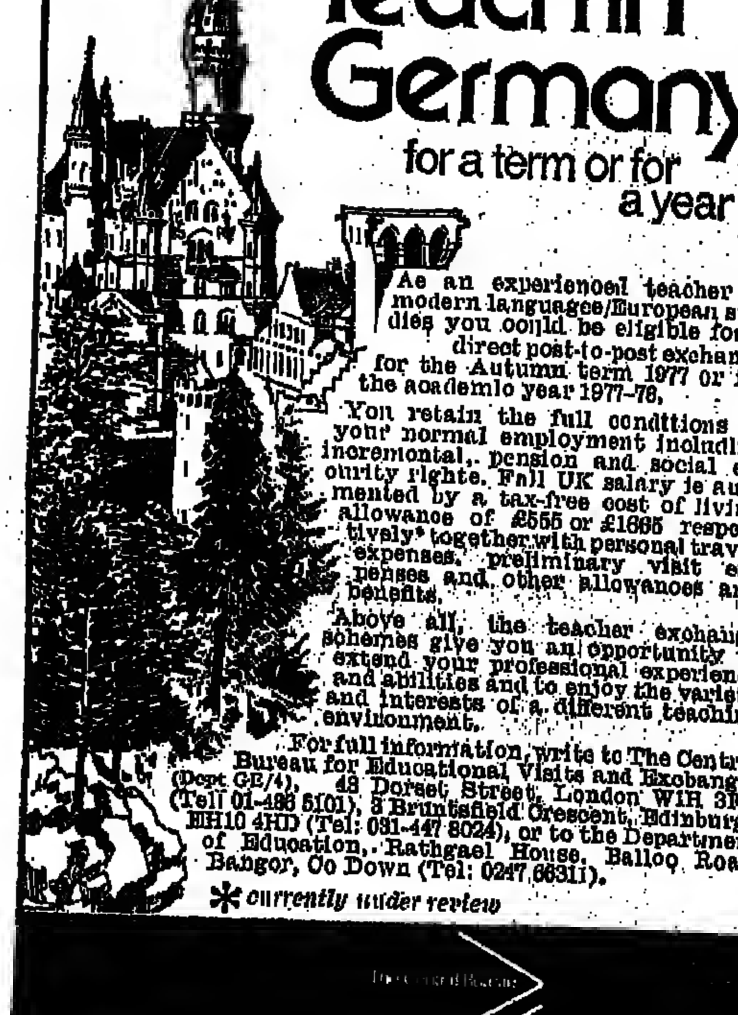

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The Central Bureau for Educational Visits and Exchanges
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More trainees

More arts graduates went from Hull University into teacher training last year than in 1975, despite the massive rise in teacher unemployment.

At the same time fewer Hull graduates remained unemployed in December, 1976, than at the same time the previous year, according to the annual report of the university's careers and appointments board.

"Many students, particularly with arts degrees, see teaching as the only field of work which they are prepared to consider seriously," says the report. "The percentage of arts graduates entering teacher training in 1976 actually rose to 36 per cent compared with 34 per cent."

By contrast only four arts students out of 268 went into manufacturing. "Arts graduates simply fail to appreciate that they have any contribution to make to industry," the report comments.

Less than five per cent of Hull graduates who remained unemployed in December, 1976, compared with 6 per cent in 1975 and compared with an anticipated figure of around 10 per cent.

Plant an acorn

Schoolchildren in Richmond-upon-Thames who collected three hundredweight of acorns last autumn, will be planting them in three open spaces in the borough next week.

Entertainments

Parliament by Alan Wood

Grant reductions to be checked

The Government is planning to monitor discretionary student grants which are being sharply reduced as a result of education spending cuts. This was announced by Mrs Shirley Williams, the Education Secretary, in the House of Commons on Tuesday.

Mr Bryan Davies (Enfield, North, Lab) had asked if she was satisfied that the level of discretionary awards being made to students for 1977-78 by local authorities was consistent with her policy to give priority to the education of students of 16 to 19 years of age.

Mrs Williams said local education authorities were free to make their own decisions on the level of expenditure on discretionary awards and "I have no information yet about their policies for the 1977-78 academic year.

"But I shall be exploring with the local authority associations ways and means of monitoring the position on discretionary awards."

Mr Davies—"There is evidence of anxiety in many quarters that the level of these awards next year will be lower than many would wish. The department should look for ways in which a more specific grant could be given to local authorities to ensure that this aspect of policy retains the priority she has given to it."

Mrs Williams—"The most recent figures are for 1975-76 and indicate an increase of about 27 per cent in spending in that year on some 50,000 discretionary awards. There are no later figures, hence the March 23 meeting, because I am concerned by some indications that discretionary awards are being sharply reduced.

Mr John Hannam (Exeter, C) said that many handicapped and disabled students, because of the difficulties in secondary education, were not able to go forward into higher education where they had mandatory awards.

Would she look carefully at the situation where local authorities were possibly not making sufficient use of the discretionary award scheme for handicapped students and consider making them mandatory.

Mrs Williams: "I will examine the matter. One reason in some cases is that provision is not made for handicapped young people in building designs. We have sent a circular asking local authorities to remember this when designing extensions to further education colleges and similar institutions."

Mr William Van Straubenzee (Wokingham, C) said that, apart from the narrow, human problems, these discretionary awards, contrary to the ideas of some people, covered important courses like aspects of the medical profession, business studies and so on, all directly relevant to the country's recovery. Anxiety about the undue reduction was well founded.

Mrs Williams: "I share his worries, but to make all discretionary awards mandatory would mean much more public spending. The most I can promise is to examine this and see if there are particular categories which we might reconsider."

Calm before the storm in the grounds of Ottershaw school.

Parents to fight closure decision

Ottershaw School, Chertsey, one of the few state boarding schools, is to be closed in 1979. Surrey County Council decided on Tuesday that it could no longer afford to maintain it.

The decision now goes to Mrs Shirley Williams, the Education Secretary, for ratification.

Parents, teachers and old boys are opposed to the proposed closure. They are to appeal to Mrs Williams to overrule the council. The school, they say, could be saved by expanding the number of pupils, possibly girls, from its existing total of 240 to 360, and by rationalising the use of the premises.

They also want to cut out the two final years of pupils' stay, reducing the age range to 12-16. Their plan, they say, would cost about £5,000 immediately, but if adopted the total cost of running the school would drop by £20,000 a year.

The council, which spends about £300,000 a year on Ottershaw School, says, however, that £150,000 is needed now to repair crumbling stonework. Some of the savings recommended by the parents would either be unacceptable, such as the increasing of teacher-pupil ratio and increasing numbers in dormitories, or would not produce the saving the parents suggest.

In any event future retrenchment might still make the closure necessary.

"It was a difficult decision", said Mr E. B. Tweddle, the county's deputy education officer, "but it was a case of head against heart." He agreed there could be difficulty for parents whose boys had to find boarding places elsewhere and who might be obliged to pay boarding fees in the independent sector.

Cases of hardship would receive special consideration. Tuition fees would be met.

The parents, encouraged by the close voting (35 to 30) in the council, feel they have only to keep the pressure up to win a stay of execution, if not an absolute reversal.

"Our next move is to take the fight to the Education Secretary" said Mr Iain Hislop, president of the parents' action group. "We shall convince her that it is not in her interest to close Ottershaw School, set up in 1948 under a socialist government and one of the early comprehensives. We are absolutely determined about this."

More for the deprived

There should be specific education grants, particularly for innovations that helped the deprived, Mrs Shirley Williams, Education Secretary, told the Commons.

Replying to Mr Joseph Dean (Leeds, West, Lab), she said that in inner cities children faced a whole range of disadvantages, not just in education. And educational disadvantages included many things. One of the most common was difficulty with the English language, but it was not just a question of skills at school.

Local authorities were making serious efforts to help the difficult child in a more humane way than in the past. About two-thirds of local authorities were setting up special units in schools, sometimes known as sanctuary units, to give such children another chance. Another example of the best practice in education was the remedial class.

Three out of four of the new nursery school places this year would be in needy areas, most of them of urban deprivation. There was still a system of salary additions for teachers serving in deprived areas, though that mattered less than it did before the Houghton award, when teachers were poorly paid.

Mrs Williams said it was a mistake to think that in-service training should always be school-based. There was something to be said occasionally for taking a teacher out of his or her school and giving a wider view. Probably the best answer would be for a mixture of college-based and school-based training, provided that the college staff were more involved in the schools.

Mrs Williams said class sizes and pupil-teacher ratios were still moving in the right direction. The marked decline in wastage in schools was very significant for inner city areas. Much of this was a result of the Houghton award.

A wastage rate of 10.5 per cent in 1974-75 had dropped to a rate of 6 to 7 per cent this year—by nearly half. If one added to that what had happened in the metropolitan districts there was a fall of more than one-third in one year and in the case of ILEA the turnover between the summer of 1975 and the summer of 1976 was half.

In the current year they would be spending £3,204m on all schools and £1,875m on higher and advanced education. She was proud of the higher education system but did not believe more and more should be put into it.

"Mr Marsle Proost rites with a lite touch and has a nice sense ov frothy commedy—a winner..."

Win £50 prize

There is still time to enter The Times Educational Supplement's Children's Book Review Competition, full details of which were announced in the TES of February 11. Children under 12 are invited to submit their own review of any book they have enjoyed or found useful. Reviews should not be more than 250 words long and should be sent in before April 1 to Michael Church, Literary Editor, *The Times Educational Supplement*, PO Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

Another £100,000 for the WEA

The Workers' Educational Association is to get an extra £100,000 a year from the Government to enable it to concentrate on education for socially and culturally deprived adults. This was announced in the Commons last week by Mrs Shirley Williams, the Education Secretary.

The new role for the WEA was originally suggested in the Russell report on adult education. In 1975 the Government asked the WEA to consider giving priority to working in areas of educational disadvantage, industrial work, and social and political education. The WEA agreed, and has been rewarded by an increase in grant which should now bring its annual Government grant up to £1m.

Seventies' folk

Sandwell Nursery and Infants Association is to hold an exhibition in May at the Churchbridge teachers' centre, Oldbury. The exhibition theme will be "Born in the 70s".

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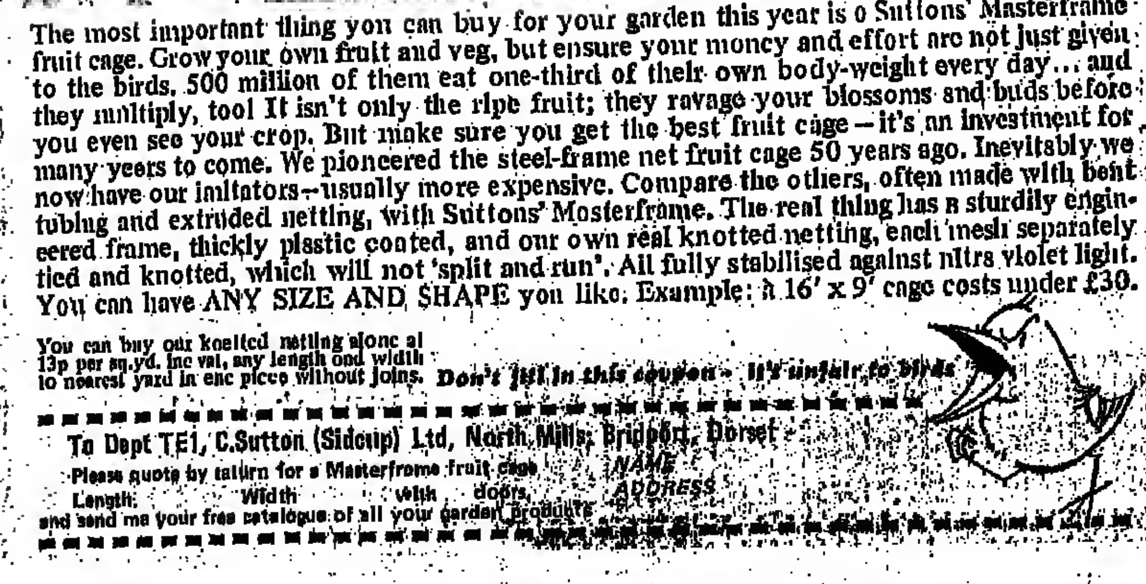

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Wanted: multi-racial staffs

by Virginia Makins

"As minorities do not take any pride in themselves anyway, it would be difficult for us to try to teach anything, which we know little about."

"We provide West Indian food and curry is regular. Black peas, etc, are very expensive, so we can't do it very often, but we have a lot of curries. The staff love it. We also have lots of pictures and books showing black people, and we had a black Father Christmas. . . ."

These two approaches to children from ethnic minorities in day nurseries come from a new survey by the Community Relations Commission of the views of staff in 33 multiracial nurseries (*Caring for Under-Fives in a Multi-Racial Society*, CRC, 60p).

The staffs felt they had not been trained to meet the different needs of children from different ethnic groups, and identified several areas in which they could do with help.

One was language, both for non-English and non-standard dialect speakers. Some staff were confused about bilingualism, complaining that children "reverted" to their mother tongues at home: most saw their job as trying to develop a good enough command of English to help the children through school.

But the techniques used were much the same as those used with white children—stories and rhymes, talk with staff and other children, naming pictures. The commission suggest that there may be a case for special language techniques, and for either multi-lingual staffing or for showing parents how to develop the children's first language at home.

The staffs felt they should know more about special health needs—conditions like rickets, and diseases which rarely affect white children. They have to know about diets, and where they can cause nutritional deficiencies.

The question of cultural identity was more controversial: a minority felt there was no need to emphasise cultural differences with young children. But many believed it important to make the children feel secure about their colour and culture, and tried to make sure that minority children and customs were well represented in books.

Finally, they felt the ways of establishing better with parents. The survey believe that no pre-school will succeed in furthering development of ethnic children unless parents are involved in setting up and running projects, and planning.

Almost all the officers interviewed recruiting more staff from groups would help parents and white staff. One said: "We had many West Indians used to ask my West Indian why children had certain problems. The commission describes which some projects are making sure black staff students are getting on to for nursery nurses.

They believe that both in-service training should students much more specifically work in multi-cultural groups.

The survey also points to a special problem. Working mothers find it particularly difficult to get day nursery places because they often do not meet criteria used by social departments.

Mixed views on mixed ability

Mixed ability teaching enthusiasts met an unexpected end onwelcome call to prove themselves at a conference arranged by the Programme for the Reform of Secondary Education this week.

Parents asked why some teachers were insisting on introducing mixed ability teaching and refused to be put off by blunt assurances that older teaching styles had failed. Equally unsuccessful were attempts to bend the questioners off with claims that it would take too long to explain the rationale behind the new method and that their queries were in any case outside the meeting's terms of reference.

The first sign that advocates of mixed ability teaching were not going to get it all their own way came from Mr Peter Newsum, education officer of the Inner London Education Authority, who asked: "Why are you going into mixed ability teaching at all? You claim it is better for individual learning, but why? It needs to be spoit out and the facts have to be established first."

Mr Peter Davies, of Whitchurch School, Cardiff, explained that the reason lay in a tutol suspicion of the way children had been categorized in the past. "Our predictions have so often been self-fulfilling", he said, a view that was backed by Mr. Richard Kelly, dean of educaiinar at Goldsmiths' College.

"But", came a cry from the hall, "we are not all committed or convinced. The case is not cut and dried. We need to hear you justify your case with some hard arguments." Since this drew little response Mr Harry Ree, a former education professor, gently chided those on the platform for their reluctance to speak.

"People who favour mixed ability teaching should be prepared to face the failures of it. They lie in the fact that it does not help the traditionally academic child aiming at A levels and higher education."

Mr Davis replied that this was more of a reflection on A level syllabuses than on mixed ability teaching methods but another voice from the floor assured him the great British public would not buy that: "Let us have some controlled experiments first."

The argument ended when a parent said: "It makes my blood run cold to hear how you propose to experiment with children. And how do you propose to recover the children you lose in the process?" Nobody had an answer for that.

Earlier the conference heard Mr Richard Kelly claim that mixed-ability teaching was essential to the development of the curriculum.

"The curriculum has to change in tone with a rapidly changing society", he declared. "That was not possible with streaming." Mixed-ability teaching gave priority to the individual.

"And", he added, "it carries the implication that control of what goes on in the schools will ultimately be in the hands of the teachers." He admitted, however, that mixed-ability teaching would only work when used by teachers who believed in it. "You cannot just go through the motions and get away with it."

The tuck shop at Templars Junior School, Willingdon, Essex, has to be closed because Mr Roy Smith, the head, felt the children were getting too many sweets instead of a proper school meal.

Mr Smith explained that the action, which also includes a ban on sweets brought to school by children, followed a full dental inspection which showed that the children's teeth had improved. He felt the need to maintain this improvement and better the tuck shop was being over used.

But Mr Smith was also fed up with the litter from all the sweets and thought the tuck shop was a temptation for petty theft. For now on filthy litters will only be able to buy fruit at the school.

Devon D-I-Ys fear takeover

by Bob Doe

The Greater Devon Debate—the open meeting called last weekend by teachers unhappy with the exclusiveness of the Government's own regional conferences—did little to unstage the official Great Debate to be held in Exeter at the end of the month.

About 70 people attended and discussion tended to reflect their own particular interests rather than the agenda laid down by the Department of Education and Science. Most of them were teachers, with just a handful of parents and local politicians and there was a lot of anxious talk about a central government takeover of the curriculum.

Some pupils—ostensibly there to point out—were drawn into discussions to some extent. One of the organizers, Exeter editor Mr John Lloyd, commented: "Perhaps we should have invited more of our real clients next time."

Unlike the DES regional conferences, the Devon meeting opted for two keynote addresses followed by small group discussions. This plan went astray when the group meetings had to be abandoned after the speaker from the National Foundation for Educational Research dominated the afternoon proceedings and overran his time.

Mr Rick Moseley, head of Balgay Secondary Modern, which was one of 70 good schools in a recent HMI survey, led off in the morning. Inspectors were sticking their necks out or lost, he said.

"This is something we have been trying to get them to do for some time. Usually they sit on the fence and tell you what the alternatives are and then tell you afterwards that you picked the wrong one."

He noted that mixed ability teaching had now come in for a hammering in HMI's recent review of mathematics, science and modern language teaching.

"Many of the current concerns arise directly from a lack of appropriately qualified teachers." There was never a greater need for more in-service training than now if the critics of education

He wanted industry to sponsor some teacher retraining, a suggestion that was greeted with cries of "Hear, Hear".

He warned against ministers meddling in the curriculum, and against interference in teaching decisions about what to teach. "The Schools Council is still the best bet for curriculum improvement," he said.

Education in civics and citizenship would satisfy all the demands society was making on schools, he thought. It should be part of every child's secondary education.

Mr Phil Cliff from the National Foundation for Educational Research, which has been asked by the DES to investigate new techniques for checking national standards of maths and English, said the Government's proposals for testing would not quell the controversy about standards.

The proposals: of the DES Assessment of Performance Unit were for a "constant dribble of information about what is happening to standards" and would mean "everyday, somewhere, some children will be doing some tests". But they would not settle the debate because the tests would remain secret and no one would be told exactly what those standards were.

Mr Cliff did not think the proposal for a from of certificate demonstrating minimal standards in English, maths, science and modern languages, was a very useful one. "You would have to fall back on people to give it credibility."

Such a certificate of minimum standards would be useful to employers. Teachers did not need standards for school leaving certificates. He argued, employers did. The pass mark for A levels was effectively set by medical schools as a grade A, he said, and employers would not accept below a grade 1.

Piercing questions are being asked about the Genevan educational psychologists. Nicholas Bagnall reports.

Piaget: under attack

Piaget in the dock

Jean Piaget, archpriest of the Genevan school of educational psychology, whose works (or works about his works) have been on the compulsory reading lists of generations of trainee primary school teachers, has been having a bad time from his critics lately.

Until five years or so ago, attacks on Piaget were concerned mostly with his sampling techniques, some of which he had himself questioned. His main thesis remained unchallenged: that young children's ability to learn and understand things progresses in certain defined stages which invariably succeed each other in the same order for every child, and that it is impossible for anyone to skip a stage.

Now even this major proposition of the Genevan gospel is called in question. In a symposium on Piaget in the latest issue of the *British Journal of Educational Psychology* two members of the Leicester University Department of Educational Research, Geoffrey Brown and Charles Desforges, go through some of the more recent post-Piagetian findings and point out testily: "Irrespective of the source of a hypothesis, it is essential that at some point it is tested in order to eliminate alternative explanations. Piaget does not take this step. His data are presented as consonant with his theory".

In other words, Piaget failed to try alternative hypotheses; when children behaved in ways that contradicted the theories, the Genevan psychologists modified the theories but did not abandon them.

But what are the practical implications for the classroom teacher? Mr Desforges said he thought the theories often promulgated in colleges of education significantly underestimate the conceptual abilities of children".

He went on: "Often student teachers are invited to think of children as being in a particular stage and to organize the children's learning activities round that stage. But we have shown that the 'stage' theory is not only conceptually wrong but empirically untenable too."

Dr Brown agreed. He and Mr Desforges cite evidence of children's behaviour which according to the Piagetian model should class the children as "precocious". Their tart comment: "The exact proportion of heterogeneity which theorists will tolerate without abandoning the 'stage' concept is an interesting point."

One of Piaget's laws is that a child cannot learn to classify objects or make transitive inferences unless he has first manipulated concrete objects. Reinforcing the point as late as 1974, Piaget wrote in a personal introduction to a symposium called *Piaget in the Classroom*, published by Routledge: "It is absolutely necessary that learners have at their disposal concrete material experiences (and not merely pictures) and that they form their own hypotheses and verify them (or not verify them) themselves through their own activity and manipulations. This observed activities of others, including those of the teacher, are not formative of new organizations in the child."

This classic restatement of the familiar "learning by doing" theory, which Piaget emphasized here in simple terms to make sure no one would misunderstand him, is examined in the same issue of the *British Journal* by William S. Anthony of Leicester University School of Education—and found wanting. Dr Anthony calls in evidence "many experiments" showing that children can learn concrete operational thinking without first having in handle things.

The experiments have themselves been questioned by Piagetians, he admits; sometimes, it would seem, the children who passed the tests given them were merely "structuring" what they had learnt before and not really making the generalizations the experimenters thought they would make.

Never mind, says Dr Anthony; even Piagetians who might question the experiments agree with their conclusions—and thus, in effect, turn against their master. Even Piaget's old colleague B. Inhelder is among them.

One almost feels that at one point in his work Dr Anthony was near to giving up on the theoretical side and resorting to commonsense: any fool can see that children can make logical inferences about quantity, length and number without having "manipulated" rods, sand or water first. That, however, is not the point.

The question rather is what effect the theory has on the practice. Dr Anthony concludes: "No doubt children's physical activity on material is often under-valued; but the conclusion . . . is that such activity has been over-valued, and observation under-valued by Piaget and some of his interpreters. . . . The extreme Piagetian insistence on physical activity has been excessive."

One of the first psychologists to challenge Piaget on fundamental points, and to be noticed by people who do not read learned periodicals, was Peter Bryant, an Oxford don, in 1971, who claimed that a child's failure to infer from the fact that A is bigger than B and B than C, that A is also bigger than C was due not so much to a failure of logic as a lapse of memory; and that very young children were capable of logical deductions which Piaget thought they could not manage.

Dr Bryant's findings prompted a gleeful leader in Mrs Thatcher's favourite daily paper spelling doom to the progressives, and other expressions of satisfaction from the right of educational politics; but they were premature. Dr Bryant himself denied ever having claimed any such significance for his findings.

Since then the anti-Piaget movement has grown tenfold. Among the latest recruits to its ranks is the internationally known Norwegian psychologist Jan Smedslund, who was for many years a Piagetian himself and worked for a time in Geneva.

Now, in the symposium already mentioned, he tells how he "gradually became aware of some major weaknesses" in the Piagetian tradition.

Some of the tasks given by the Genevan school of psychology to young children to test their logical powers—classifying objects, matching shapes, and so on—are quite irrelevant to a child's real world, Dr Smedslund says, so that they appeared to fail on logic when the real trouble is that they simply do not understand what it is all about.

He adds: "It is commonly and only half-jokingly said that even psychological researchers are afraid of going to Geneva because they fear they may fail on some of the tasks that the older children are given."

But, he records: "Piaget is obviously one of the giants in the history of psychology."

Fees protest

University vice-chancellors last week condemned the increases in tuition fees imposed on them by the Government. The increases were a "great mistake", they said.

In a statement the Vice-Chancellors' Committee said it believed that income from fees should not exceed 10 per cent of university income. Last year it pressed its case on Mr. Fred Mulley, Education Secretary, who announced the rises in July.

Later it made strong protests to his successor, Mrs Shirley Williams, but "to the great regret of the committee our views have not prevailed.

Fees for home students go up from £182 to £650 a year. Overseas students will pay £650 instead of £416. But the rises for most home students will be a paper transaction. Their fees will be paid by their local authorities if they receive a grant. In the main foreign students and a small minority of British students support themselves who will be affected.

The vice-chancellors accept that there is nothing that can be done now to reverse the rises and are concentrating on building up hardship funds for their students.

Mr Harry Pitt, vice-chancellor of Reading University, said it was intolerable that many students now half-way through courses would have to pay more than they expected when they first went to university.

Village schools to club together for survival?

Two small village schools in Northumberland may share the same head in order to keep both schools open.

Northumberland educatino authority is looking at a scheme for Harbottle and Netherton first schools, which are about six miles apart. Each has two teachers, and the plan is for them to share a head. Closure of one of the schools would involve extra journeys for many children who already travel a considerable distance.

Mr Alan Beith, MP for Berwick-upon-Tweed and the Liberal education spokesman, asked Miss Margaret Jackson, Education Minister, last week, why local authorities had not been told that sharing teachers could be one way to avoid closure. Mr Beith is a passionate supporter of small village schools.

Miss Jackson's written reply in the Commons last week was noncommittal. She said she had been told about the Northumberland proposal but that a decision had not yet been made.

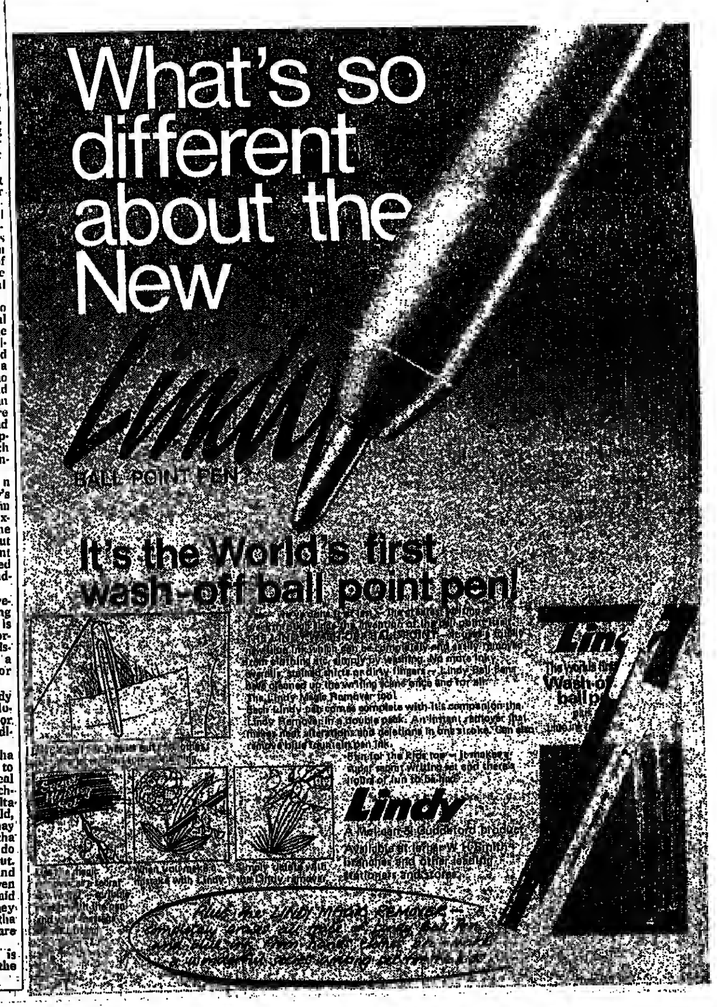
Mr Beith said the DES was against small schools and he was worried that those who objected to closure would not get a fair hearing. "This is particularly worrying for rural areas where the village school is such an important part of community life and where long journeys for children may be the consequence of closure.

"I believe that there are several ways in which village school closures can be avoided, and I put some of these to the ministers in questions. The replies do not satisfy me that the value of village schools is being taken sufficiently seriously and I shall seek an opportunity to have the whole question debated in the House."

● Parents in Marple Bridge, Cheshire, are to start a private infants' and junior school to replace Harryman Convent junior and kindergarten school. Romiley, Cheshire, which is to close in September. They hope to use the former St Mary's Roman Catholic school in Marple Bridge, which has not been used since a new primary school was built.

● A Hampshire village school's extension, built by parents and volunteers at a cost of £925, was opened last week.

Crondall county primary school, needed more space for its infants, but there was no money available. Parents formed a school association in 1975. One of them who was a surveyor drew up plans and mothers and fathers started work last August. Only the roof and floor were laid by paid contractors.



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Tutor is key man to the probationer

It is more important to probationer teachers to have a tutor on the school staff than anything else, says a report on one of the Government's pilot induction schemes.

The probationers, who are on a scheme running in Northumberland, said that being observed while they taught was the least useful form of help. More than 100 new teachers were asked to arrange in order of importance eight items provided in the induction programme during their first term.

They included having extra time without classes, meetings and courses outside school, meeting other new teachers, discussions in school, getting advice, having a teacher-tutor, an observer in the classroom and someone to go with problems.

All the probationers from whatever type of school put the teacher-tutor first. Second came a similar figure—"having somebody to go to with problems".

Mr Colin McCabe, of Newcastle University School of Education and evaluator of the scheme which is now in its third year, said: "From now on I suspect the whole of a teacher's professional training and development need to be looked at together and the move forward in the role of the teacher-tutor strongly supported."

The other Government pilot induction scheme is running in the Liverpool area.

Evaluation Report, No 16, Northumberland Pilot Induction Scheme, School of Education, Newcastle University.

Shared lesson: Third-year pupils at Walkden High School, Manchester, bring old age pensioners into their science session.

Reward the engineers call

by Lucy Hodges

Secondary schools and the Civil Service must stop discriminating against pupils with a bent towards engineering if Britain is to have better engineers, says Guy Neave in *Patterns of equality*, an NFER report last week. The two should be reformed simultaneously.

"The maintained secondary school, traditionally, has discriminated against the able student who wanted to follow a 'mixed' combination of subjects—arts, science and technology", he says in a postscript to the report which he wrote with Sally Jenkinson, senior lecturer in politics at North London Poly.

"This discrimination has taken the form of making timetabling difficult or obliging the student to opt for subject groups he did not wish to take and perhaps forcing him or her to drop out of school earlier than might otherwise have been the case."

The report, which is based on a report to the European Commission on the influence of new structures in European higher education upon the equality of educational opportunity, argues that there is probably more talent for, and interest in, technology among pupils than the statistics show.

It would be pointless, it says, to reform the school syllabus—to incorporate compulsory maths and science—without reforming the entrance exam for the administrative grade of the Civil Service. Engineers must be rewarded with status.

In France the engineer civil servant is at the top of the profession, after passing a rigorous competitive exam which often takes more than two years to prepare after the Baccalauréat. In Britain engineers who move out of local government penetrate the central administration from below, rarely, if ever, getting beyond the middle grade.

"The structure and conditions of entry to any outmoded and value entrenched body in the value making corps itself—the Civil Service needs to be reformed."

Imagine, say the authors, what the reaction of every headteacher, university professor and vice-chancellor in Britain would be if it were decreed that five years hence Civil Service exams would be open only to joint honours degree graduates in at least one maths, scientific or technological subject.

No sixth form or institution of higher education would delay long in changing the syllabus.

"In many ways, as it is conceived at present, the Civil Service entrance examination resembles that curious university television quiz show which allows—purely by coincidence—historians and classicists to shine, but scientists, save the odd question here and there, to suggest impartiality, to appear as wooden boors.

"If the flood of history and economics graduates is kept high it is because that is the path of educational righteousness that leads to the high prestige and 'reserved occupations' at the top of which the Civil Service."

The authors blame most higher educational institutions for seeing their job as giving school leavers who have already specialized in an area even more of a specialism. It would be better to take young people with various qualifications and "transform" them with the nation's needs in mind.

The shortage of good engineers, they say, lies much more squarely in the hands of the Government than had been supposed. "In Europe, as in Britain, the Government service's own concept of what makes the educated generalist exerts a powerful influence on the whole nation's curricular pattern in education.

"Only in Britain does that concept and those patterns ignore so utterly and so consistently the values of science and technology."

Patterns of equality by Guy Neave, NFER Publishing Company, 2 Jennings Buildings, Thames Avenue, Windsor, Berks. £4.60.

O levels—350 ft down

Three submariners have passed their O levels which they sat while their submarine HMS Osiris was 350 feet below the surface of the Mediterranean.

Chief Petty Officers Robert Stewart and Leslie Davies passed English O level, while electrician Mark Hickman passed physics—which included small experiments carried out on board.

Last year the boat was sent to the Middle East and the exam papers had to be mailed to Malta, to be picked up by the submarine on its way to the Suez Canal. They were collected by the submarine's education officer Lieutenant Rick Williams of the Canadian Navy who locked them away until the exam day.

One of the main difficulties was finding a quiet spot where the men could do the exam. They chose to do it when the submarine was submerged and running on her silent electric motors. Leslie Davies took his exam between the torpedoes so as not to be disturbed.

As the boat was at sea for a long period the proper timetable for marking the underwater exam papers could not be followed. However the examining board agreed that the candidates' commanding officer, Lieutenant Commander Douglas Littlejohns could certify all was "above board". A belated result was sent to the submarine on her return to the United Kingdom.

Curbs on young Swedish visitors

The Swedish Government-backed student organization SIS has decided to send home automatically at their parents' expense any of the young people it brings to Torbay who are convicted of shoplifting or drug offences. In an attempt to cut down crime among the 6,000 students it brings each year to the city, the organization has also decided on less free time and more education.

York's Vikings

York Archeological Trust is appealing for £100,000 to complete the excavation of the Viking site in the city. Mr Magnus Magnusson, broadcaster and Viking scholar, says it was under Viking kings in the ninth century, AD, that York (Jorvik) grew into a major trading city.

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FRIDAY, APRIL 8, 1977, at 8 pm in
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Registered Office:
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Irish diary

Unfilled posts fan flames of discontent

Embarrassing revelations

The smouldering discontent among members of the Association of Secondary Teachers about staffing ratios in Catholic secondary schools was fanned into a blaze this month by revelations that some school managers were not even employing the number of teachers they were entitled to under the Department of Education's quota.

Up to a few years ago, the allowed teacher-pupil ratio in these 550-odd schools was 15:1, but the Department of Education reduced it to 20:1 in a move which was bitterly resented by the ASTI at the time, and which has continued to be a source of controversy. This is especially so because the ratio in the local authority vocational schools is approximately 17.5:1.

The department justifies the differential mainly on the grounds that the practical subjects, which form a much larger part of the curriculum in the vocational schools, need better staffing ratios than the academic subjects in the secondary schools.

It has now emerged, as the result of a series of parliamentary questions, that 131 schools out of the total have actually employed a smaller number of teachers than the quota allows. As all incremental salaries of those teachers are paid by the state (apart from a £400 contribution by each private school) this means that the best part of £400,000 of state funds has not been taken up by these schools. The total number of posts involved is 180, which means that some schools may have one fewer teacher than they need.

These disclosures are significant for two reasons. In the first place, they come hard on the heels of a growing campaign by parents of children in the private secondary schools for more state aid: this campaign must be somewhat blunted by the fact that schools could have a lot more money just by asking for it.

Second, teacher unemployment, especially among the newly qualified, is reaching staggering proportions. Despite rising enrolments, a good 50 per cent of the 1,500 teachers who leave the universities with a Higher Diploma in Education next summer will find themselves jobless.

School secrets

The reasons for the schools' failure to take up missing posts are unclear. In some cases, financial stringency may be making it difficult for the schools concerned to raise the £400 "school salary" (normally taken out of capitation grants which are also paid to private schools by the state) to employ a new teacher.

In others, religious orders may be "holding" positions for members of their own orders who are currently completing their teacher training or university courses. If they employed lay teachers they might—especially in view of impending legislation to protect workers against unfair dismissals—find it difficult to make room for their own men or women when their training has been completed.

As interesting to the ASTI is the fact that the Minister has refused to identify the schools concerned, even in answer to a Parliamentary question, on the grounds that the schools are private institutions and that it is not practice to reveal details of their financial and other affairs. The union is pressing for disclosure so that it can mount a campaign of industrial action at the offending schools.

Over the top

The irony of the thing is compounded by the further revelation that there are still a number of schools which have more teachers than they are allowed under the quota. About 87 teachers are involved. They were members of the staffs of amalgamated schools, or are in schools that have not yet reduced staffing.

When the change in pupil:teacher ratios was decreed, it was announced the schools would be given five years to bring their ratios into line with new levels. That five year period expires this summer, and the Minister for Education, while hopeful that rising enrolments would prevent schools having to cut back has promised to consider individual cases sympathetically if they are still over the limit when the axe falls.

Teacher power

The details of the proposed new Teaching Council underline the success of the teacher unions over the past five years in fundamentally changing the suggested membership of the body to give themselves an overall majority.

As originally envisaged by the Higher Education Authority, the Teaching Council was to have had relatively few serving teachers, and a notable input from several Government departments, such as the Department of Education and the Department of Labour.

Another battle was fought and won by the Irish National Teachers Organization, originally allocated only three out of nine teacher seats. Its membership however is roughly equal to that of the two second-level teacher unions combined and in the event, it got nine members, as against 12 for the second-level unions.

It seems likely that the representatives of teacher unions will be appointed by the union executives, rather than elected by the membership at large. An advisory body which reported to the Minister on this some time ago argued strongly in favour of nomination on the grounds that in Scotland only 20 per cent of teachers actually voted for the teacher representatives. This may not be popular in some unions, all of which have some degree of grass roots militancy and hostility to their own executives' policies.

Religious power?

One large and so far unrepresented group on the proposed council is, paradoxically enough, the group which is traditionally seen as the most powerful— those members of religious orders who are currently teaching in second-level schools. They are barred from membership of the ASTI, which considers that, as members of the employing organization, they would be facing a major conflict of interest in a dispute which would unfit them to act as full members of a trade union.

They are allowed to join the Teachers Union of Ireland, which organizes teachers in the vocational schools, but so far only a handful have done so. At primary level there seems to be no objection to their joining the INTO, but again few, if any, have ever done so.

They have an organization of their own—the Association of Post-Primary Teachers of Ireland—which falls considerably short of trade union status, but which does hold annual conferences. It is to be expected that the Minister for Education will soften the blow of non-representation by including at least one of their members among his nominees to the proposed council.

John Horgan

In brief

Belfast school reopens

A small primary school in Sandy Row, Belfast, is being reopened and converted with £400 from the British Council of Churches Fund for Ireland. The fund, which was launched by the BBC last November, has collected about £8,200 but more money is urgently needed for other projects. The aim of the Sandy Row project is to preserve something of the social fabric of the area and convert one of the classrooms into a workshop with benches and tools.

Third World fund

The Ministry of Overseas Development has set up a fund to help voluntary bodies with education about developing countries. This is the first time that official funds have been earmarked for such purposes. A pamphlet on the subject is available from the secretary, Advisory Committee on Development Education, Information Department, Ministry of Overseas Development, Eland House, Stag Place, London SW1.

Dressing for Turkey

A group of pupils and a teacher at Tividale Comprehensive School in Warley, West Midlands, have won a trip to Turkey, by courtesy of British Petroleum. They won the BP Travel Clothes Design Competition which involved designing a wardrobe for a 15-year-old girl going on an overland trip to the BP Mocamp at Alanya in Turkey.

Bexhill reorganized

Plans for reorganizing Bexhill's schools along comprehensive lines have met with the approval of parents. In September this year East Sussex County Council will be reorganizing Bexhill Grammar School as a sixth form college and the Down School as a high school for pupils aged 11 to 16.

Replace a tree

Avon's 500 schools are being asked to take part in a National Trust scheme to replace trees destroyed by Dutch elm disease. The county council is supporting the trust's Jubilee Year appeal for each school to raise £20 to sponsor a tree.

Views on Schools Council?

The review body which is considering the role, constitution and structure of the Schools Council is seeking views on the council's activities from outsiders. Write to the secretary of the review body, Schools Council, 160 Great Portland Street, London, W1, by March 25.

Correction

Bill Lew, whose article "The growing up of guidance" was published in last week's Careers Extra, is senior fellow at the National Institute for Careers Education and Counselling.

People

Mr J. M. Ferguson, formerly chairman of the engineering board of the Science Research Council, is a new member of the University Grants Committee.

Mrs Irene Elloway, head of geography at Southlands College, Wimbledon, is to be deputy principal of the college from September.

Schools

Mrs Anne Mustoe, deputy head of Cobham Hall, Kent, is to be headmistress of St Felix School, Southwold.

Mrs A. Jupe, deputy head of St Matthew's Infant School, Luton, is to be head of Beechwood Infant School.

Mrs P. R. Fforde, head of Compton Lower School, Bedfordshire, is to be head of Harrold Primary School.

Mrs H. R. Gleze, head of Broom Barns Infant School, in Hertfordshire, is to be head of Lawnside Infant School, Biggleswade.

Mr H. G. Irving, a member of Nottingham education authority's advisory team, is to be head of Westfield Secondary School, Bedford.

Mr J. Robbins, acting head of St Gregory's School, Bedford, is to be the head.

Mr R. E. Bradley, head of Arlesey Junior School, is to be the head of Arlesey Lower School.

Universities

Mr Paul Thompson, reader in social history at Essex University, is to be Hoffman Wood Professor of Architecture at Leeds University.

Professor Liam Hudson, professor of educational sciences at Edinburgh University, to the chair of psychology at Brunel University.

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The 16+ Inquiry report is now out of stock. "The Times Educational Supplement" much regrets that, for reasons of cost, it cannot be reprinted again.

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France

All change for 5-day week?

from Mark Webster

PARIS

The Council of Ministers has approved the long-awaited reforms of the "scholastic rhythm", which include proposals for shorter lessons, different formulae for arranging the week and a realistically longer Easter term. The ministers also approved efforts at encouraging sport in and out of school time.

The measures will come into effect from September, starting in the first year of secondary education provided the schools can get organized fast enough. The big difficulty is likely to be whether they can agree on the organization of the school week.

The week will be either "concentrated" or "spread" as M René Haby, the Education Minister, has dubbed the choices.

The concentrated week would leave Saturday mornings free and academic work would be done for five mornings from Monday to Friday. Two afternoons a week would be set aside for physical education, art and manual work. The other three afternoons would be open to sport and cultural activities.

The spread week would keep Saturday morning school while sport and academic work would be interspersed throughout the five and a half days.

Although educationists favour this arrangement it will not be so popular with parents and teachers, especially those who like to go to the country for the weekend.

At present, the Easter term is interrupted by examinations and cut short by the start of the summer holidays. The *Brevet d'Etudes du Premier Cycle* (BEPC), which is normally taken at 14, and the *baccalaureat* will now be deferred until the first two weeks of July, as from July 1978. To compensate for the extra workload which the postponement will create both examinations will be simplified.

The *Brevet* will automatically be awarded to anyone passing into the second cycle and in the baccalaureat there will be no oral examination for those getting over 50 per cent in the written test as opposed to 60 per cent at present.

On the other hand, the oral will remain for border-line cases getting between 40 and 50 per cent and there will also be a written test in geography and history for all candidates—subjects which have previously only appeared as part of the oral.

Behind the new moves is an educational philosophy which M. Haby has set out in a brochure which is to be widely distributed called "Knowledge and Know-how". Compiled with the help of teachers, it lists the basics which he believes should be included in courses for children aged between 11 and 16.

It suggests the introduction of some new topics for 11-year-olds, including physics, chemistry, economics and practical subjects such as bringing up children and pollution.

Along with the shorter number of hours in class—21 and a half instead of the present 23 hours a week, not counting sport—M Haby suggests that homework should be limited to 11 hours a week including one hour each of French, mathematics and modern languages.

EEC vocational centre opens

The EEC's European Centre for the Development of Vocational Training has opened in Berlin. The centre was proposed as part of the Social Action Programme adopted by the EEC in 1974.

The centre will help the Brussels Commission in encouraging, at Community level, the promotion and development of vocational training and continuous further training. Its scientific and technical activities will contribute towards the implementation of a common vocational training policy in the Community.

Holland

Children in homes 'miss caring relationship most'

from Lynn George

AMSTERDAM

The need for far more individual attention is a recurring complaint from children placed in residential care, according to a recent survey investigating the relationship between these children and the people in charge of them.

The survey, by the University of Groningen, was carried out among 99 children (57 boys and 42 girls) between the ages of 11 and 18 from 12 residential homes.

By allowing the children to formulate their own grievances in the form of essays and individual and group talks, the survey also breaks away from the tradition in Holland that such children should be "seen and not heard".

The children complained that their group leaders (adults in charge of up to 12 children in the homes) were often too busy to listen to problems and unsympathetic when they did. It was difficult to build up a trusting relationship with them.

In some cases, the children also distrusted one another. Punishments were often seen as serving little purpose, and although the children were against physical punishment, 10 per cent of their group leaders had in fact used it (in the parental home, 43 per cent of the fathers and 35 per cent of the mothers had used physical violence).

The responsibility for the neglected child in Holland has always been left to private denominational child welfare organizations, which are linked to form the National Child Welfare Federation. Although playing a secondary role, the government has traditionally cooperated with private initiative cooperation which is regulated by the Judicial Child Welfare ...

In each of the 19 areas ... the jurisdiction of district ... there are also Child Welfare ... These are public bodies which ... as general documentation centres ... child welfare activities, ... encourage cooperation between ... vate organizations.

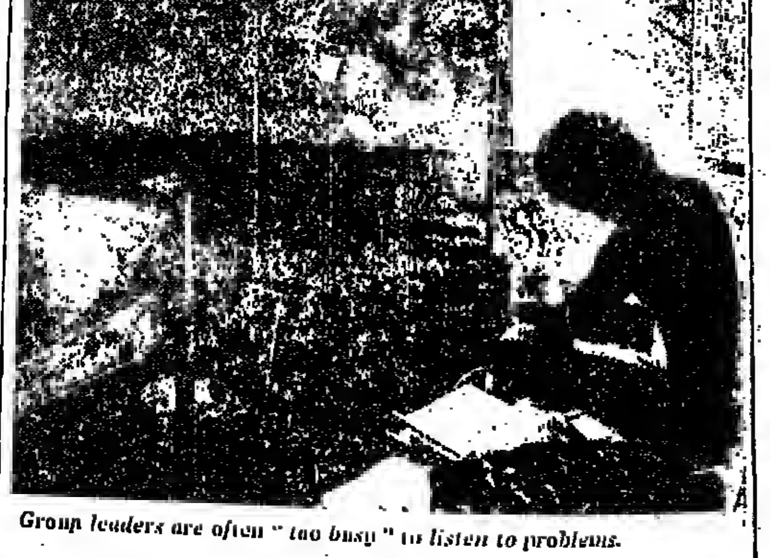
The latter are broadly ... into three types. If a court places ... child under supervision he is ... trusted to one of the organiz... for Family Guardianship ... appoints a guardian to take ... the child's well-being while he ... tinues to live at home.

Should a minor be made a ... of court then he comes under ... responsibility of a Society ... Guardianship which places ... with either foster parents or ... residential home.

The homes, the third private category, are sub-divided into reception and observation centres as well as educational and special training institutes. These must be approved by the Ministry of Justice.

The Government subsidizes ... vate child welfare work on a ... scale and may grant subsidies ... wards the building of new ... Further, each residential home ... receives from the Ministry of Justice an amount varying from £11 ... £29 a day for each child.

At present there are about ... private and 25 Government residential homes for just under 10,000 children, including orphans. Children stay on average 18 months.



Group leaders are often "too busy" to listen to problems.

Italy

Position of Church as 'special case' under attack

from Dalbert Hallenstein

VERONA

Religious education has become a burning political issue as the Italian Parliament debates a government Bill to modify church/state relationships. The debate centres around contradictions deriving from contrasting principles contained in the 1929 Mussolini/Vatican Concordat and the 1948 Italian Republican Constitution which incorporated the Concordat.

Although the Constitution guarantees the complete equality of all religious confessions, Article 36 of the Concordat says that "the Italian state considers that the teaching of Christian doctrine, according to the forms sanctioned by the Catholic tradition, is the fundamental and crowning point of public education."

In the elementary schools prayers at the beginning of the school day are compulsory, and one hour a week is set aside in the middle and secondary schools for religious education, taught by teachers authorized by the Catholic Church.

Parents may request exemption from prayers or religious lessons, but opponents of the presence of religion in the schools claim that exemption marks a child as "different".

The issue is now under consideration by the Italian Constitutional Court. Recently the parents of a seven-year-old girl challenged the legality of compulsory prayers before school, claiming that this obligation was extremely harmful to the non-religious education which they intended to give their daughter.

Such a non-religious education, they claimed, was a right guaranteed by the constitution. Although they recognized that they could have withdrawn their child from school prayers, they have decided to press the challenge as a test case.

The current Reform Bill, proposed by the government, changes very little as far as religious education in schools is concerned. The lay political parties, from the Communists to the Conservative Liberals, are therefore pressing for either the complete abolition of school religious instruction or for its transformation into courses of comparative religion which will encourage tolerance and understanding of other faiths.

Television continues to attract the strongest blame for the violence in American schools. Michael Binyon reports

The box carries the can

WASHINGTON

School violence in America costs taxpayers over $600m a year, according to a new study by a Senate sub-committee. The figure is more than the total cost of textbooks in 1972 and equal to the cost of hiring 50,000 teachers across the country.

The report is the result of three years' study into what has become one of the overriding concerns of school administrators and of the general public. It was introduced in the Senate this month together with legislation that would tighten up law enforcement in juvenile delinquency programmes and decrease reliance on suspending pupils for less serious offences.

The report said fire damage was the main result of vandalism, followed by breaking windows, the destruction of property in and around schools and theft of equipment. Violence occurred more often against pupils than against teachers. Most school violence in larger city school districts could be attributed to youth gangs, while delinquency in suburban and rural districts was more the doing of truants and outsiders.

The study relies heavily on a survey by the National Education Association, the largest teachers' union in America, which has taken a lead in focusing attention on the problem. An NEA survey found that over all the country school assaults went up 58 per cent from 1970 to 1974. Sex offences increased by 62 per cent, drug-related crimes by 81 per cent and robberies by 117 per cent.

Senator Birch Bayh, who introduced the Senate report, told a special seminar sponsored by the NEA that there were about 70,000 serious assaults on both teachers and pupils.

One of the difficulties, the report pointed out, is that teachers often have no alternative to suspending a disruptive pupil from class. For such things as smoking or being late, principals and teachers felt there should be other ways of disciplining children than putting them out on the streets.

The Senate sub-committee said one of the contributing factors to violence was boredom, and criticized curricula that failed to hold the attention of problem pupils. It suggested instead more offerings in art and music studies, and better emphasis on business and industrial opportunities after school.

As part of the Juvenile Delinquency in the Schools Act introduced this month, the government would help local authorities set up special "alternative" instruction in and out of classroom. It would also provide some backing for "safe school centres".

Local authorities would get a grant of 50 per cent for the architectural changes needed to make schools proof against vandalism under a programme established in 1974. Senator Bayh was hopeful that this programme would get $100m this year.

School violence has been the subject of a series of conferences and seminars around the country in the past year or so. Nobody has come up with any clear answers, but blame has fallen again and again on one or two factors, television being the one most often cited.

"Young people spend more time with the idiot box than with their parents or in schools", Mr John Ryor, President of the NEA, said at a conference last year. "Too many TV programmes have anything but a positive influence on our youth. They capitalize on the sordid, the violent and the just plain gorge."

Mr Ryor reckoned that the average 14-year-old had been exposed to more than 11,000 television murders.

Television companies argue, rather lamely, that it is no good urging them to reduce the number of crime series and the amount of violence, if—as viewing figures prove—this is what the public wants.

Nevertheless, in the last year they have made efforts to keep down the level of explicit television violence, no doubt encouraged by a popular movement to boycott the products of those companies which sponsor or advertise on the most violent programmes.

A special conference was held on television violence recently in Los Angeles—a city with a reputation for violent schools. A number of calls were made for parents to organize a mass campaign against television companies. But Dr Wilson Riles, the influential Superintendent of Public Instruction in California, argued that it was better to try to encourage schools and television to form a constructive partnership.

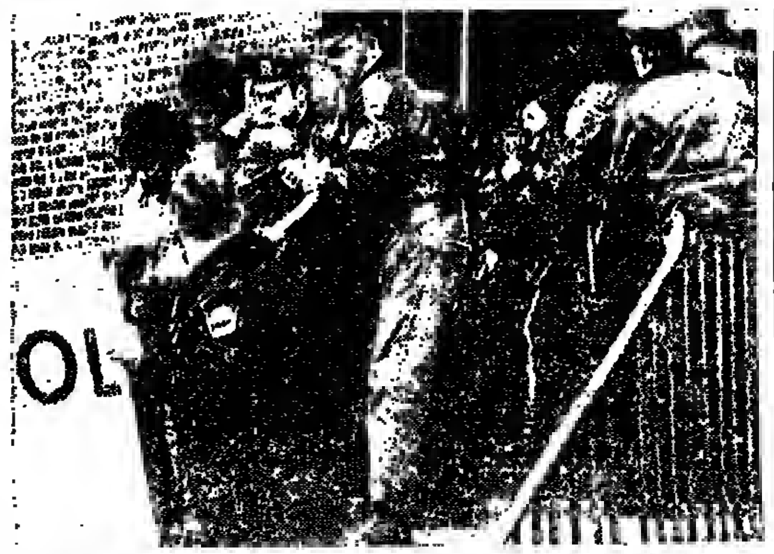
Los Angeles has made several well-publicized attempts to tighten security in its schools, including giving teachers in rough areas special wristwatches with miniature radio alarm systems inside them.

The Senate report was insistent that schools should not turn themselves into armed fortresses, and it is only fair to say the great majority of American schools are places where real violence is unusual, and a lot of good teaching and learning goes on in a happy and peaceful environment. It is often the fear of violence based on the experience of difficult schools in big cities that leads to parental worry rather than actual incidents.

One lecturer at Stanford University believes much of the difficulty stems from the total unpreparedness of most new teachers to deal with classroom disruption.

Dr Daniel Duke, from Stanford's prestigious School of Education, runs a course on school discipline for prospective teachers. He believes schools should do far more to recognize good discipline as an actual goal, and think more seriously about how this could be achieved.

Gallup Polls for the past seven years have found that discipline is the main concern of the public in their attitudes to school. Ironically, Dr Duke's course of discipline is virtually the only university course of its kind for prospective teachers.



Violent exit during a bussing protest.

Private schools seek further state aid

Mike Duckenfield, recently in Copenhagen, reports on how Denmark finances its independent sector

Increased public investment and larger schools are two of the main recommendations of a recently published report on the future of the 476 private schools currently receiving state subsidies.

Prepared by an Education Ministry working group set up five years ago, the report focuses on the schools' financial position and whether subsidies are being used efficiently. During the last six years, support has more than doubled to 775m Dkr (£77m).

Unique in Scandinavia, Danish law stipulates that seven to 16 year olds must receive a compulsory education rather than schooling. Tuition, if judged of a satisfactory standard, can be given at home or school, and there is a century-old tradition of parents starting their own schools.

At present nearly 12,000 children aged seven to 13 attend private *friskoler*, nearly 26,000 teenagers between 14 to 16 go to private lower secondary schools (*realskoler*) and a further 6,100 over-16s take studies at private upper secondary schools (*gymnasier*).

Tuition at all three schools generally follows the purposes, though not necessarily the methods, of instruction at state comprehensives and secondary schools.

Divergence between the two systems decreases as pupils get older, partly due to the flexibility of tuition in the first years of State education and the later need to gear learning towards nationally recognized examinations and qualifications.

In line with this, the proportion of pupils attending private schools increases with age. While only 5.2 per cent of seven to 13-year-olds attend *friskoler*, 9.1 per cent of the age group go to private lower secondary, and 12.1 per cent to upper secondary schools.

In addition, another 15,400 students aged between 16 and 25 take studies not parallel to those in state institutions at 220 private folk high schools and agricultural and domestic science schools.

The report says that the government should continue to pay 85 per cent of the costs of private education when it corresponds to that given in state schools. This includes both teachers' salaries—which account for about 60 per cent of costs—and other running expenses.

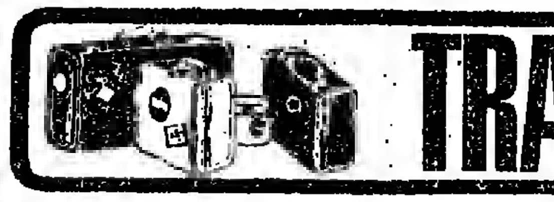
However, the working group also lends support to the government's decision two years ago to start raising funds for private schools direct from local authorities according to how many privately schooled pupils live in their area.

Previously, finance was not raised locally and block grants were given to the local authorities who were then effectively able to invest between the private and public systems.

The main factor influencing costs was school size. On average private schools for seven to 13-year-olds only housed 77 pupils and those for 14 to 16-year-olds contained 292. As a result, hourly pupil costs were 25 to 30 per cent higher than in state schools during the age of compulsory education. At the upper secondary level, where private schools averaged 510 pupils, the difference was much smaller.

In future, state loans would be interest free—against the present 4 per cent—with repayment of only 3 per cent annually. Total investment in all types of private schools should double or treble the existing 30m Dkr a year.

The report also proposes a modified procedure for parents wanting to start a school. If they wish to receive a subsidy, which they nearly all do, a letter should be sent to the local education authority, outlining proposals on teachers and facilities. After six months' teaching parents can apply for government aid. The state will also offer a bank guarantee during the first year.



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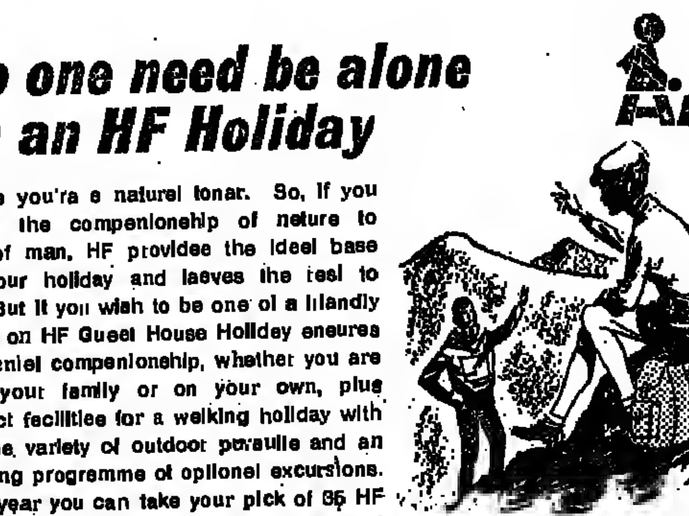

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LETTERS

Clinical approach is wrong

Sir,—The recommendations of the Court report (*TES*, February 25, March 4) seem to be more concerned with the power and status of doctors and psychologists, than with the quality and relevance of the services provided.

Your leader underlines the expenditure necessary if the Court recommendations for clinic-based services in schools are to be usefully carried out. There are also more fundamental objections. Clinical treatment by definition involves withdrawal from the situation where the child's problems have been apparent, normally in the form of individual psychotherapy. It is interesting to note that of 100 cases referred to the child guidance service in one London borough only one was actually taken for therapy. At a prestigious NHS clinic nearby, 14 out of 95 cases referred actually engaged in treatment. Most of the others were withdrawn by parents who had doubts about the value of the entire approach.

It is our guess that where psychological services have fallen into disrepute among teachers it is because the educational psychologists have worked too much in clinical settings and failed to think of themselves as part of the educational service as a whole.

The two years' teaching experience—now an integral part of an educational psychologist's training—is intended to give insight into the development of normal children, and into the classroom conditions which largely determine what kind of special help a teacher can offer those whose progress is causing concern. Many psychologists are asked to serve more than 10,000 children. If only 1 per cent of these need some sort of guidance they obviously cannot cope on their own. A close and understanding relationship between psychologist, teacher and parent offers the only answer.

We need to bring together the powerful therapeutic influence of special educational environments and the positive aspects of talking treatment such as behavioural counselling, contracting, and helping parents to develop their skills of care and management.

A large American survey of schools for maladjusted children came out strongly in favour of regimes organized by teachers in close collaboration with psychologists. These retained a structured but individualized approach to learning—whereas schools which were psychiatrically oriented and tried to concentrate on emotional rather than cognitive growth were less successful.

If the argument is extended to mental handicap it is difficult to see what benefit can stem from greater medical involvement in assessment and treatment.

If all educational psychologists, confident in their knowledge of children, would share their expertise with teachers and parents, the consumers themselves would be clamouring to prevent them from being imprisoned yet more within their clinics. Let us not change a system which may not always work, for one in which the educational psychologist—servant of doctors rather than educators—cannot possibly do the job for which he has been trained.

DAVID MOSELEY, P. MONAGHAN, R. S. REID, I. ROBERTSON, G. E. F. TRICKEY.
294 Park Road, London N8.

Who inspects the inspectors?

Sir,—Mr John Blackie (March 4) suggests that my evidence for the apparent lack of contact between the political heads of the DES and the Inspectorate is too slender for the weight of my comments. But in a letter short enough to qualify for publication, evidence must necessarily be selective, hence my use of an authoritative statement by a former Secretary of State.

Mr Blackie's own use of evidence is odd. I find no reference in the select committee's report on HM Inspectorate, published in 1968, to justify his statement that it approved the part played by HMIs in the matter of further education courses.

On the contrary, the committee's recommendation no. 10, dealing with HMIs and further education, suggested the setting up of a working party, one of whose tasks would be "to examine what alterations are needed in this branch of the Inspectorate". Such a suggestion can hardly be regarded as an expression of overwhelming confidence in the branch's previous conduct, as revealed in evidence to the committee.

I do not know whether this working party was ever formed, and if so, what its conclusions were. Perhaps Mr Blackie can tell us? Or better still, perhaps he would now like to deal with the main point of my letter—why should a Secretary of State be advised that it would be improper for him to inquire into actions of the Inspectorate, about which he had received complaints?

G. W. NICHOLLS,
26 Pannal Ash Drive,
Harrogate, Yorks.

Nonsense about engineers

Sir,—Sir Derman Christopherson's fear (March 4) of unemployed engineers, because of his alleged glut of graduates three years from now, is misconceived.

First, the universities do not train engineers nor do they grant them their title or status. This is done by employers and the professional bodies. To speak of untrained, newly graduated, engineering graduates as engineers is nonsense.

Second, a very substantial increase in engineering graduations is required merely to counteract the demise of the HNC route—let alone meet the additional needs of a regenerated industrial base or even raise standards.

It should be realized that manufacturing industry is very short of the quality of engineer that it must have and is extremely short of good production engineers. Further, an engineering degree is as good as any other for those who, for whatever reason, do not undergo the four years of training and experience required to become an engineer—for which the first degree in engineering is a prerequisite.

CLIVE BONE,
Chartered Engineer,
33 Whitehouse Way,
Southgate, London N14.

Governors talk a lot of sense

Sir,—I was surprised and disturbed to read the two accounts of governors' meetings by your apprentice governors (February 25). As two extreme views, they may have told some partial truths, but I hope they will not be taken to be typical.

I myself have been teacher-representative on my school's board for two years. In that time, the governors have been presented with detailed breakdowns of examination entries and results and have never been slow to question and comment realistically upon them.

They have also received analyses of our curriculum in remedial education, sport and recreation, English as a second language and the humanities faculty, usually in the form of a personal address by the members of staff concerned. They have commented pertinently upon our discipline and pastoral care and dealt with a vast number of items connected with our extramural and community activities.

I can also remember useful discussion about capitation, staffing, heating and general maintenance, car parks, parents' evenings, the Duke of Edinburgh's award scheme and uniform. Only on one occasion, when the school had been the victim of some bad publicity, was there any unproductive use of language, and even that cleared the air very effectively. Our next discussion topics include the work of our technical art craft faculty, disruptive children and the development of reading standards.

In conclusion, I should like to say that, if the above is not a more typical account of the work and procedure of governors' meetings, then I hope very much that teacher and pupil representatives on such bodies will throw off the bonds of convention and insist that the meetings to which they devote their valuable time be made more relevant.

DON JOWETT,
Alumwell Community School,
Primley Avenue,
Walsall.

How the BBC keeps in touch

Sir,—The impression gained from the report in the *TES* (March 4) on School Broadcasting Council's evidence to the education sub-committee of the House of Commons Expenditure Committee was that there is no audience research for BBC school programmes. In the evidence submitted to the sub-committee, the full range of the council's research and evaluation commitments was described.

In addition to the advisory network at local and national levels, the council's education officers and BBC production staff undertake detailed pre-programme inquiries into schools' needs in order to reach the objectives for a series formulated by the advisory committees of the council.

The education officers also monitor and report on pupils' and teachers' reactions to broadcasts as they are received in the classroom.

The council's research section carries out an annual survey (based on a postal questionnaire) of the listening and viewing figures for all BBC (and ITV) schools series and also conducts more detailed research into the educational value of various individual series. In 1977, for instance, a research project is concerned with the relationship between a radio series and children's use of language.

In addition, by means of report cards and letters from teachers and visits to schools by education officers, the council and the BBC are made aware of teachers' opinions about individual programmes.

Lastly, BBC Audience Research also covers BBC school television series as well as general programmes.

ALAN JAMIESON,
Senior education officer,
The School Broadcasting Council for the United Kingdom.

Freudian perspective on pupil profiles

Sir,—I would like to add some background information to the article, "Assessment of Pupils by Profile" (March 4). The Headteachers Association of Scotland together with any other involved or interested bodies, could well be forgiven for believing that here new ground was being broken as regards the comprehensiveness of the spectrum of assessment.

However, the various educational, remedial, research and therapeutic departments of Anna Freud's Hampstead Child-Therapy Clinic, in London, have been applying, for more than a decade now, a thoroughly comprehensive "metapsychological profile" to the assessment of their children.

As early as 1960, while lecturing in New York, Anna Freud had drawn up the outlines of such a profile. And in 1945 she had maintained that the diagnosis and assessment of the child should be based on age-adequate developmental criteria (and retardation thereof), rather than on (spurious) symptomatology.

Thus, virtually the entire corpus of her work becomes applicable to normal child development, and cannot be consigned merely within the more restrictive borders of psychopathology or child psychiatry.

Colleagues of Anna Freud's at Hampstead have variously modified and applied the profile scheme, to young babies (W. Ernest Freud), and to adolescents (M. Laufer). I would strongly recommend that anyone intending to study the thoroughly commendable report of the Headteachers Association of Scotland (1977) should also acquaint themselves with the development profile of Anna Freud and her colleagues, as described in the various annual volumes of *The Psychoanalytic Study of The Child* from 1962 onwards.

RAYMOND DYER,
St Peter's Primary School,
Harrogate, North Yorks.

Money back for 'open' course

Sir,—As a student of the course, "Schooling and Society", I would like to make a few comments about the course. After ploughing through the first three units and part of the fourth, as well as most of the relevant reading, I can only say that the mixture is the same as in previous courses, but more blatant and arrogant in its intolerance of any other point of view.

In short, I can only label it as a packaged recipe for anarchy and chaos, unrelieved in its bias by any ray of hope either in the goodness of God or man, nor any salute to the achievements of either.

I am, and always have been, a member of the "working class" which many of the Open University lecturers seem to want to "liberate". Unless they can offer me more toleration [illegible] scholarship than that which I have discovered for myself in half a century's wide and [illegible] reading then I would rather stay with the "bread and circuses" brigade and the "church" [illegible] ever they mean by that [illegible] they would sweep away.

Incidentally, since I paid [illegible] a year's tuition in learning [illegible] scholarship, do the readers of [illegible] paper think I could claim [illegible]ment of fees since the [illegible] delivered fall short of my expectations and promise of an "open" university? I have put in an inquiry to the Open University about repayment but have not approached the Office of Fair Trading. I do object to paying for my own brainwashing.

BARBARA TAYLOR WOOD,
25 Devon Close,
Redcar, Cleveland.

OU books no ordinary books

Sir,—In discussing Professor Gould's remarks on the Open University's course "Schooling and Society", I think one important difference between the Open University and other universities ought to be borne in mind.

As far as I know, the Open University is the only one that publishes books that largely embody the contents of its own courses, and distributes them to students many of whom have no ready access to academic libraries, and some of whom have little opportunity for social discussion of the issues, such as takes place naturally in the meetings, pubs, and bed-sitters of the average university town.

This is obviously recognized by the compilers of the courses, and adds greatly to their difficulties. Nevertheless the danger is that some at least of the recipients [illegible] regard such books, which Professor Macrae describes in his letter (March 4) as having the seal of the Open University, as "sealed" in more senses than one. The need for caution against any bias, intentional or unintentional, is correspondingly greater.

Professor Macrae makes the point that "every book must take its individual chances, and stand, [illegible] can, on its own feet". This is, of course, true, but one should remind her that, in the circumstances, the books of the Open University are not ordinary books, nor are its courses ordinary courses. Perhaps the idea of such course books is in some cases impracticable.

M. J. LYNCH,
Sylvan Cottage,
Waun Pentir,
near Bangor.

Hindi and Urdu are more useful

Sir,—I was surprised to learn (March 4) that a pilot project has been set up in Bedford to teach immigrant children Italian, Hindi and Punjabi. If, as reported, the United Kingdom withdraws its objections to a European Economic Commission directive that migrant workers' children should be taught their own languages, then those handling this matter should bear in mind that even in the Indian subcontinent Punjabi is generally a spoken language and that a high percentage of adults who speak it as their mother tongue cannot read or write it in the original script which is Gurmukhi.

The two main languages in India and Pakistan are Hindi and Urdu and if Asian children in our schools have to be taught their own languages surely they should be taught those that would prove useful to them should they ever visit their native land. Furthermore it may be easier to recruit suitably qualified teachers of Urdu in this country whereas teachers of Punjabi are not so readily available.

A. BAVEJA,
Maryport, Cumbria.

LETTERS

Open mind on evolution

Sir,—As David Watson makes clear in his letter (March 4) an important issue raised by his case is that of indoctrination. The indoctrination he mentioned concerned the presentation of only one view of Genesis, but closely tied up with this is the indoctrination of evolution theory through science teaching. As a biology teacher and atheist, I should like to comment on the latter.

Mr Watson is quite right to say (in his book *The Great Brain Robbery*) that "the present dogmatic teaching of evolution . . . is closely akin to brain-washing." Demonstrating this is made reasonably easy by considering separately three component theories of Darwinism.

First, "evolution theory" is taken to refer only to the gradual modification of one species into another. Second, "natural selection theory" refers to the measurement of natural selection and its effects, as in the famous studies of peppered moths and snails. Third, the crucial part of Darwin's theory asserts that natural selection causes evolution—it links the second theory with the first.

The second theory is in my view a perfectly respectable field of science, and no complaint is made about the way it is taught. The third theory, however, can be shown to be untestable, in a Popperian sense. On this basis, it can also be shown that our teaching of it accords with a criterion of indoctrination, such as that of Snook.

Both the first and the third theories can be shown to be indoctrinated, however, by another approach. This is to consider a list of seven indoctrinatory techniques used in getting the theories across to children: exposing them at an early age to the theory in question; no mention, or only inadequate mention, of alternative theories; presenting alternatives, if at all, much later than the theory being indoctrinated; stating that the theory is proved, when it is not; posing questions which assume the theory to be true; presenting the theory as the result of scientific method, when in certain important respects it is not; the method of "casting aspersions"—labelling those who do not believe the theory as being not intelligent enough to understand it or peculiar in some other way.

Examples of all these can readily be found in school textbooks and children's elementary reading books.

While special creation and evolution theories are plausible alternatives, there is a third position—the idea that no species has ever originated in any way at all. I believe that in science teaching some alternative should be presented alongside evolution theory, so that children can exercise their right to choose what they want to believe.

At present most of them are denied that right in what I consider to be one of the most effective systems of indoctrination yet developed.

G. H. HARPER,
St Albans School,
Abbey Gateway, St Albans.

Subtle points

Sir,—While sympathising with the personal plight of Mr David Watson, dismissed from his teaching post for his refusal to conform to the Hertfordshire agreed syllabus of religious instruction, I must challenge the basic presupposition in his letter.

Mr Watson makes a logical error common wherever strongly held but minority views are being expressed, whether these be flat earth theories or literal interpretations of the Adam and Eve stories. This is the assumption that there are but two schools of thought, one's own and the other.

Mercifully, intellectual debate is more subtle than this. There is, surely, a whole range of interpretations of the Book of Genesis spreading from Mr Watson's particular view at one end of the spectrum, across a broad band of slightly differing ways of interpreting Genesis as theologically meaningful, to a view that dismisses the book as merely pre-scientific guesswork.

It would be professionally irresponsible to present in school an interpretation from either end of the spectrum as though it carried as much weight as the main part. The task of a county agreed syllabus, and of its religious education adviser, is presumably to see that children in school are given, as far as possible, a consensus view from the middle bands since this represents the balance of informed opinion and scholarship on this particular issue. In the limited time available for religious education in school every minority view cannot be considered.

RHODA STANDEVEN,
Braintree.

What about the earth sciences?

Sir,—Who is being invited to the regional meetings organised by the Department of Education to promote its great education debate? Neither the reports in your columns, nor repeated telephone inquiries to the DES itself have made me any the wiser. Admittedly, my own subject-teacher association, being small, did not really expect to be involved, yet it would have been reasonable to invite such minority interests.

What I find more disturbing is that no society or professional institution with an interest in the earth sciences is represented at the regional conferences. Moreover, I was given to understand by the DES that no professional institution would be so represented as they were not concerned with school level education. Yet we are told that more collaboration is needed between industry and education—and who better to provide such links than professional bodies?

If the information I received is correct, this is a serious state of affairs, not only for a minority subject like my own, but also for all the science and engineering disciplines.

R. C. L. WILSON,
Editor,
Association of Teachers of Geology

Tory style

Sir,—Your correspondence columns have recently contained a number of letters from Tory readers expressing strongly held and diametrically opposed views on the education policies advocated by Dr Rhodes Boyson.

This preoccupation with the personality and opinions of Dr Boyson would not appear to be the herald of a much needed revival of Conservative interest in education. I say this because, at a time when albeit belatedly a Labour prime minister has initiated a national debate on education, the Conservative Party has not felt it necessary even to discuss the subject at its annual central council meeting at Torquay later this month. At Torquay, the Tories plan to hold separate debates on seven different subjects: but education does not feature among them.

However, perhaps one ought not to censure that meeting's organisers. They were clearly reflecting a lack of interest within Conservative constituency associations since, out of more than 131 motions submitted for the Torquay conference, only eight were on the subject of education.

NOEL PAULLEY,
"Corfu",
Cardiff Road, Creigiau, Cardiff.

Time to look at pseudo art

Sir,—I was disappointed, though not surprised, to observe that in an edition of the *TES* largely concerned with primary school education (February 11), very little comment was made about art education.

But where comment was made, it tended to support the common view that all is well with art in the primary schools. The walls of most schools are heartily plastered with "exciting" splashes of bright colour, the work is gay, and the children enthusiastically spend a considerable proportion of their school day sticking, snipping, crayoning and painting. All must be well. Everyone seems to think it is very creative, terribly exciting, and an aspect of a child's expression that we shouldn't examine or criticize too closely.

It is my view that creative work is non-existent in many primary classrooms, and that the hours most schools spend allowing children to "crayon and draw" is misused time. It is time we ceased to be foolishly bedazzled by pseudo "child art" and began to examine what we are doing.

It is a sad and worrying fact that Mrs Williams has indicated a cutback in the arts area. The answer to her advances is not hysterically to react against her demands but to show clearly and urgently the need we have for the thinking mind of the artist in society. The way to do this is to establish art firmly as a valid part of the school curriculum.

I suggest, therefore, that primary teachers begin to examine thoughtfully and critically the content and worth of their art activity.

PETER DIXON,
King Alfred's College of Higher Education,
Winchester.

English does no service

Sir,—I read with interest your summary of the HMI report (*TES*, February 18) particularly the observations concerning modern languages.

Mixed-ability teaching is the scapegoat this time, replacing elitism, failure to achieve relevance, traditional teaching, over-reliance on audio-visual courses, primary French, lack of primary French. Many linguists have been willing to attempt mixed-ability teaching, not because they ever thought this was the best way of teaching modern languages, but because they were convinced by the "experts" that the social advantages outweighed any personal inconveniences.

What is ignored is the function of the English departments who no longer teach grammar unless they so wish. The traditional reason for English having such a large slice of the timetable is that it is a "service" subject. It is fairly commonplace to hear people high up the English hierarchy state, "It is not the function of English departments to service modern language departments". If English is no longer a "service" subject, its share of the timetable should be reduced.

P. L. TAYLOR,
Head of French,
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Loaded questions

Sir,—Neil Kerr (March 4) misses the point made by Mary-Lou Clarke when she criticises the low response rate of 13 per cent in the North Islington Conservative Party's education survey.

With such a poor response the results of the survey will almost certainly be highly unrepresentative of the electorate. This will be particularly so with Mr Kerr's survey since not only was it made clear to respondents that it was sponsored by the Conservative Party, but also because some of the questions were highly loaded.

On the question of private schools, for example, respondents were asked to say whether they believed "Parents should be allowed to educate their children privately" or whether "Parents should be compelled to send their children to a state school". Questions such as this serve the interests of party dogma better than those of education. Indeed, the whole exercise looks more like a political propaganda campaign than a serious attempt to ascertain people's views on education.

While no one has objections to Conservative candidates stating their views on these issues, let them not try to pretend, by the use of badly conducted surveys, that these are in any useful sense representative of the electorate.

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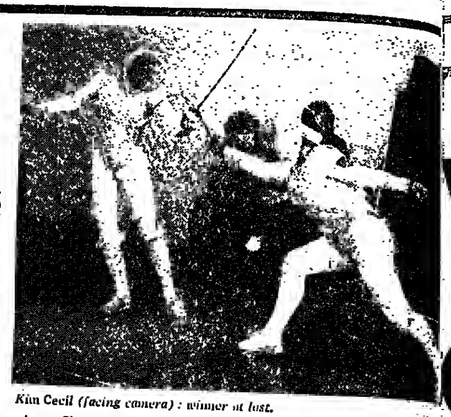
Sport

Kim's star is still rising

by Marjorie Pollock Smith



Kim Cecil (facing camera): winner at last.

The British age groups foil championships fought at Cranborne School, Basingstoke, on Saturday meant a tough day's fencing for under-16 and under-18 girls.

The 66 girls had qualified to meet in the final series from their own strenuous territorial championships. By the time they were reduced to six for each final, five English and two Scottish regions were represented.

The under-16 title was won, after a triple barrage, by Kim Cecil (East) a steadily rising young blade who was third last year and who in January won fifth place in the more severe and exacting British under-20 championship. The other five finalists were all under 14 a year ago.

Fiona McIntosh (East Scotland), who in 1975 and again last year was under-16 champion, made an auspicious debut among the seniors by winning the under-18 title. She was beaten only by Pippa Bell (South West) a previous senior finalist.

Fiona, another steady climber, was third in the British under-20 championship and has been named as second reserve for the World Youth championship team. First reserve for this is Debbie Hall, who won the under-18 title for South West last year.

Ann Charles (East), under-16 runner-up last year and this time fencing in her first senior contest, was second on hits average ahead of Down Patterson (Central Scotland) and Pippa Bell (South West).

● For Cambridge University fencers 1977 will go down as a vintage year. A week after winning three of the six British universities titles they defeated Oxford for the second year running in both men's and women's matches and won second place (Mark Thompson) in the British junior foil championship, the Doyne Cup.

The men's inter-varsity match started in 1897 and is the oldest annual still running. Last week, at Dulwich College, Cambridge won both sabre and épée by 5—4 and wound up with a 7—2 foil score to total 17—10. Mark Slade, British top under-20 sabreur and the new British universities champion, and Mark Thompson, in foil, were undefeated for Cambridge, while P. Bentham won all his épée fights for Oxford.

The girls, fielding the same team as last year when they only beat Oxford on hits after losing eight bouts all, overwhelmed them this time by 13—3.

Weightlifter goes after double

Peter Pinsent, of St Nicholas Grammar School, Northwood, Middlesex, should tomorrow complete a rare family double by winning the middleweight section of the schools national weightlifting championships at Heathland School, Hounslow, Middlesex. His older brother, Stephen, won the national senior middleweight title in February.

As Peter is one of the outstanding lifters in Western Europe, few doubt that he will win. Last year, as a lightweight, he won the schools title, breaking two records in the process. He was to break more records during the year and in the summer came second in a four-nation power competition in West Germany. He frequently lifts totals greater than those by boys in the heavier weight categories.

Mr Denis Mulkerrin, the schools secretary of the British Amateur Weight Lifters' Federation, and head of PE at Heathland School, says it is unlikely that even the lifters in Communist Europe "could produce his equal".

Two other boys stand out among the competitors: Robert Shepherd (St Bernadeas RC School, Bristol), holder of all the bantamweight records, and Chi Ming Iu, of the host school, in the featherweight division.

Fifty-six boys have qualified for the finals, which is slightly fewer than last year, but only because the qualifying standards have been made more difficult. Had this not been done, says Mr Mulkerrin, there "would have been an unprecedented 214 entries".

Breakthrough for cyclists

Schools cycling has made a significant breakthrough in the north-west with the block affiliation of every school in the Liverpool authority area to the English Schools Cycling Association.

Local association leader Mr Geoff Bewley rates it as a major achievement in a football-dominated area.

Merseyside is not to show it is a strong force in schools cycling. It has already tendered for and got the right to run the association's two prestige championships—the circuit race and time trial—in early July.

Encouraged, the local committee of Esca's parent body, the British Cycling Federation, asked for a district team in the association's three-day Butlin International in June. The request became their first but only disappointment, for Esca then decided, pointing out that it already has more teams than it can handle.

If Esca can bring its schools strength up to, say, Norfolk or Birmingham, it will only be filling a major gap in the cycling map, because Liverpool in general and Kirkby in particular have long been a breeding ground of adult cycle racing champions and internationals.

Wembley day

The English schools under-15 football team play the first of their 1977 Wembley matches tomorrow against Scotland with the same squad that defeated Northern Ireland 4—1 at Blackpool. Nick Merry (Oxford) with two goals, Mark Rees (Kings Norton) and the captain Mike Pittaway (London) were the scorers.

Last year, at Celtic Park, England beat the Scots 3—1.

'Learn from Continent'

Britain must follow the lead of the continentals and recognize that youth holds the key to the nation's sporting future, said Mr Walter Winterbottom, the former England football manager, last week.

"In Holland, for instance, thousands of kids come out from the schools in the afternoon and go straight to their local football clubs to learn the skills of the game at a very early age."

Mr Winterbottom, who is now a director of the Sports Council, added: "We have to do the same here if we want to bridge the gap." The same problem faced the cricket, he told the annual dinner of the Midland Club Cricket Conference in Solihull.

There had been a renewening of interest in cricket in schools during the past year and more equipment had been provided for several seasons. A new cricket competition was being organized by the MCCC (Midlands Club Cricket Conference) for young cricketers in their area.

About 75 clubs are expected to take part in the competition which will be on a league-cum-knock-out basis involving eight different groups. It will be open to club members who were under 16 last September.

It is being sponsored by the Alpine Soft Drinks Company of Chelmsley Wood, Birmingham.

Mr "Tiny" Wildsmith, chairman and secretary of the MCCC, said: "We were becoming worried about the future of the game at youth level because less and less cricket is being played in schools."

The Worcestershire Ramblers Cricket Club has announced that it will donate a four-figure sum to any worthwhile youth cricket scheme in the county.

Mr John Garnham, the club chairman, said last week: "Youth cricket is where our future Test stars will come from. It is an area where we are pledged to help."

Elizabeth gets gymnasts' badge

The immensely successful *Sunday Times* gymnastics award scheme, run by the British Amateur Gymnastics Association, reached another remarkable milestone last week when Elizabeth Fowell, 11, became winner of the two millionth badge; the first was issued in October, 1971.

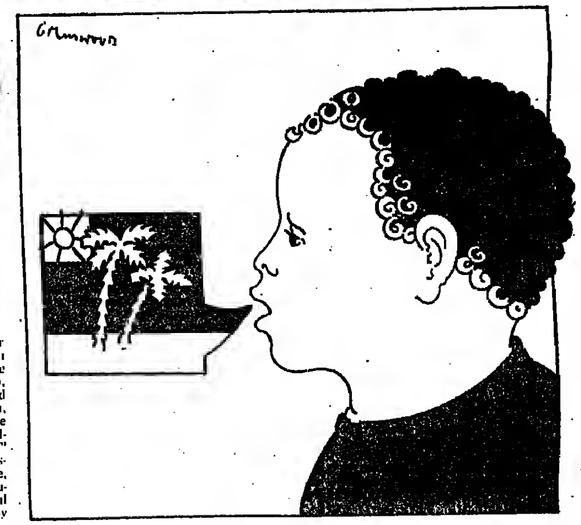
To mark the occasion Mr Denis Howell, the Minister for Sport, presented Elizabeth with a giant replica of the emblem.

Elizabeth, who is a pupil at Bishop Parker RC Combined School, Bletchley, Buckinghamshire, was accompanied by several other gymnasts from her school, the head teacher, Mrs Nora Walker, and the sports mistress, Mrs Pamela Longergan.

After the presentation, the group put on a short gymnastic display.

When Creole can be King

Viv Edwards and Dave Sutcliffe argue that the influence of dialect on the language of West Indian children may be much stronger than has been assumed



The Community Relations Commission recently gave evidence to the Parliamentary Select Committee on Race Relations and Immigration, on the subject of the West Indian community. One of the issues which they raise is language, and they make two main claims: first that most children of West Indian origin speak English in the same way as their white peers, although there may be some use of Creole in the home; second, that the language problems of West Indian children are concerned with general language development and are not specifically related to dialect.

These claims are surprising, since the small amount of research undertaken in this area would suggest quite different conclusions. A study of the language of black children in Bedfordshire has thrown interesting light on the question of continuing use of Creole and creolized English. When about 30 British-born black children and adolescents were taped singly and in group conversation, only one subject exhibited grammar and phonology identical to local white usage. The others had an English dialect which showed degrees of underlying Creole influence.

There was a lingering tendency to delete the verb "to be" before adjectives and verbs, and there were some striking examples of "camouflaged" Creole. For instance: "Them boys, when they came in, they stepped on my bag, and all my sandwiches broke up." Though apparently fully inflected British English, this is unsolvable word for word into Creole, showing Creole placement of clauses and Creole treatment of the possive.

Subsequently a questionnaire on dialect choice was administered. This revealed that 94 per cent of British-born black children in the sample claimed to speak some Creole, and 79 per cent thought they sometimes spoke a broad form equivalent to a Creole sentence given as an example. Surprisingly, they also indicated that they used little Creole at home (though their parents used Creole a good deal in conversation with them): on the other hand, they emphasised a high, but not exclusive use of Creole in their peer group speech. They indicated, too, that conflict (and possibly joking) would cause them to switch to Creole. Many teachers must have experience of this.

These findings were corroborated by informal comment about language use, and by actual recordings. A tape made of a conversation at home showed a British-born girl speaking English to adults while receiving Creole and near-Creole from them. On another occasion, she and her friends were left alone picknicking after a mini-van, and apparently unaware that the tape recorder was on. The group spoke mainly in their English dialect until something started them laughing—and triggered a dramatic switch to Creole.

Many more hours of recorded peer group conversation indicated that such young people could shift with ease towards Creole for relaxed conversation, and indeed could produce a very broad form, far removed from standard English, for certain special uses. At the same time distinctly black verbal styles were developed, such as "taunting", "rhyming" (verbal duelling) bantering style, "cussing", and a heightened narrative style, intended to draw attention to the speaker's panache and ability with words, and known as "rapping" or "styling" by black Americans.

All these styles were evidently considered prestigious, and were quite similar in form and function to the black American styles which have been the object of considerable research. Thus a picture emerged of vigorous use of "Jamaican talk" by the British-born generation who prized it and cultivated it as a part of their identity. There is little evidence to support the commission's contention that most children of West Indian origin are unlikely to speak Creole.

Similarly, there is a good deal of evidence to suggest that the language problems of West Indian children are often quite distinct from those of their white peers. The first major work on West Indian language in Britain was undertaken by Jim Wight and the Schools Council "Concept 7-9" project. This was envisaged as a language course for West Indian children, but later the emphasis was changed, and it was decided that many of the skills which could usefully be developed with West Indian children would also be beneficiel to a good number of British children.

Thus language difference was not considered to be a major problem, and the only part of the Concept 7-9 materials designed exclusively for West Indian children is the dialect kit. Restrictions of time and finance imposed on Jim Wight's team, however, often meant that sample size was small, many variables were never considered; and the linguistic content of the tests which they used is open to criticism.

These weaknesses led one of us (Edwards) to consider an aspect of Jim Wight's research in much greater detail, namely their language differences might result in comprehension difficulties. It was discovered, using the Neale Analysis of Reading Ability, that West Indian Secondary school children performed significantly worse than British peers matched for reading ability. It is important to point out, though, that these differences only come to light on the more difficult passages which are linguistically more remote from Creole.

This would seem to explain the apparent contradiction with the findings of other workers in the field. Gwen Smblins, for instance, repeated the Neale analysis and found no significant differences, but her sample consisted of primary school children whose reading was concentrated in the early passages; and Jim Wight's project on West Indian children learning to read has concluded that dialect does not interfere. It would seem, then, that the language of early reading is not sufficiently different from Creole to cause misunderstanding, and that difficulties only emerge around reading ages of about nine or 10.

Underperformance of comprehension tasks can be explained in terms of many different factors, but support for the linguistic hypothesis comes from further tests designed to assess how much Creole interferes with West Indian children's understanding of British English. There was a highly significant correlation between interference from Creole and performance on the comprehension tasks, which would seem to suggest very strongly that language is an important factor in underattainment.

Several other findings from the interference testing question common assumptions about the influence of Creole. Although West Indian children born in this country showed less interference than those born in the Caribbean on the tests as a whole, on some sections it was impossible to distinguish between the two groups. Thus, British-born children had little difficulty with better-known features such as lack of inflection in plurals and past tenses, but experienced as much difficulty as Caribbean-born children on less obvious differences, such as word order and passives.

It would seem, then, that the influence of Creole extends well beyond the first generation of West Indian children. But the nature of comprehension difficulties is extremely elusive. There is no way in which, for instance, some linguistic kit could equip the children with all the skills necessary for dealing with standard English.

A more profitable line of approach would seem to be to educate teachers in the differences involved so that they can at least distinguish real mistakes from "mistakes" attributable to Creole interference; and to emphasize the potentially devastating effect which even implicitly negative attitudes to them and their language may have on the children.

This is one area which receives no attention in the commission's evidence. They suggest that "language difficulties can, given the will, be overcome by simple measures." It would seem, however, that the strength of negative feelings towards Creole has been seriously underestimated. A wide range of West Indian and British subjects, including student teachers, showed extensive evidence of stereotyping behaviour when asked last year to listen to brief recordings of children. Highest status was assigned consistently to the middle-class child, followed by the working-class speakers, and finally the West Indian children. Of greatest interest, though, is the fact that the same child was judged more favourably speaking with a working-class accent than with a West Indian accent. The educational implications of findings such as these need hardly be spelt out.

The evidence of the commission seems to both oversimplify the problems and underestimate their extent. Any balanced assessment needs to take a far wider view. If seems possible, for instance, that we could learn something from the American educational scene, where the performance of black children in school has caused concern for many years, and where differences of language background have been considered a major contributory factor—even though black American vernacular dialect differs considerably less from the standard than does Creole.

The research of Labov, Torrey, Kochman and others has established the vital importance of coming to terms with verbal culture in the background, and has shown how allegiance to lower-class black culture correlates with school failure. Further discussion of factors such as these in a British context might well prove profitable.

Viv Edwards was until recently in the Department of Linguistics, University of Reading; Dave Sutcliffe is head of the remedial department, Queensbury School, Dunstable, Bedfordshire.

Beleaguered by Bains and bureaucrats

The Bains Report was meant to produce order out of chaos in local government. But Avon's corporate management row last autumn suggested it may have done more harm than good. Patricia Rowan, in the first of a two-part series, reports on its impact elsewhere

Are your local bureaucrats too busy peopling the town halls with admin men to provide the services local government is there for?

Do your education officers spend so much time on management problems and paper work that they have little left over to think about the curriculum or the Great Debate?

Are the teacher unions threatening work-to-rule because the personnel department is interfering in the pupil-teacher ratios and the finance committee is making the decisions about in-service training, or vice versa? And do you know just how many hours and memos are wasted while empire-building departments fight for the right to control grass-cutting in dual-use playing fields or caretakers' conditions of service?

Do the politicians believe that they are losing the power struggle because the seat of decision-making has switched from the smoke-filled rooms of the ruling group to the Chief Executive's pet corporate planning unit?

If the answer to all these questions is yes, a fashionable diagnosis would be that you are suffering from a severe case of corporate management, with a side effect often characterized as the rape of education.

Such complaints, however serious or frivolous they may sound, represent the feeling in many a beleaguered education department since local government reorganization brought corporate systems in its wake, inspired by the Bains report on the management and structure of the new local authorities.

It is of course true that corporate management is working perfectly well in some places, and that a strong chief officer and committee chairman may effectively defend education if it is not. It is also true that many of the ills it is blamed for—from sloshing budget cuts to personality clashes and galloping inefficiency—would continue to happen without corporate management.

But the fears are not without foundation and are far from irrelevant to the national debate about what is happening in our schools. If those bitter moans are valid, and every one of them has demonstrable substance somewhere, they have a direct bearing on the money available for the services, and on the relationships between schools and colleges and their local authority, which in turn affect efficiency and teacher morale.

All the rumblings which Bains set off erupted last October when Avon's CEO, Derrick Williams, resigned with the public statement that his county's version of corporate management meant that control of education was fragmented between so many committees and departments that neither he nor the education committee had any effective direction of it. He was backed by the local teacher unions and the Society of Education Officers advised its members not to apply for his job until the duties were more clearly defined.

Deadlock was recently broken by a little gentle mediation by the Secretary of State, Shirley Williams, and this month Avon is finally going ahead with delayed selection, having reassured everyone that they were going to review their sys and communications at about this anyway.

By now, however, the row was in the open and educationists have been bringing out their own corporate horror stories at every conference. Officers in other departments and councillors shared their doubts, but it is a mark of their seriousness that senior CEOs have been prepared to speak freely in public.

Now the Institute of Local Government Studies at Birmingham University (better known to its friends as the Institute of corporate management) has decided that it will try to take the heat out of the situation and is planning a seminar in May which the Society of Education Officers and chief executives will each field heavyweight teams. It is hoped that each will see the other's point of view rather than play for a win.

Seminars and Shirley Williams may smooth things over for a while. But they will not by themselves change things wrong with corporate management.

Since the Avon explosion, it has become clear that many other education departments are fighting a war of attrition against its worst excesses. Some of them seem to be inherent in the system, many arise because the people in charge don't understand how to operate it.

Corporate management was supposed to make local authorities more efficient through central control of their own money, manpower and land. But instead of providing better services for the people, the whole raison d'être of local government, the central management of resources has often become more important as an end in itself than those services.

This article looks at the evidence for and against corporate management, and the part local politicians have played in setting up, operating or taking it apart.

Next week's article will examine in more detail how Bains has been interpreted; how the new layers of management affect education in terms of money, time and misunderstanding; and what this can mean to teachers. Would education be better off out of local government altogether?

Basic corporate management kit as recommended by Bains

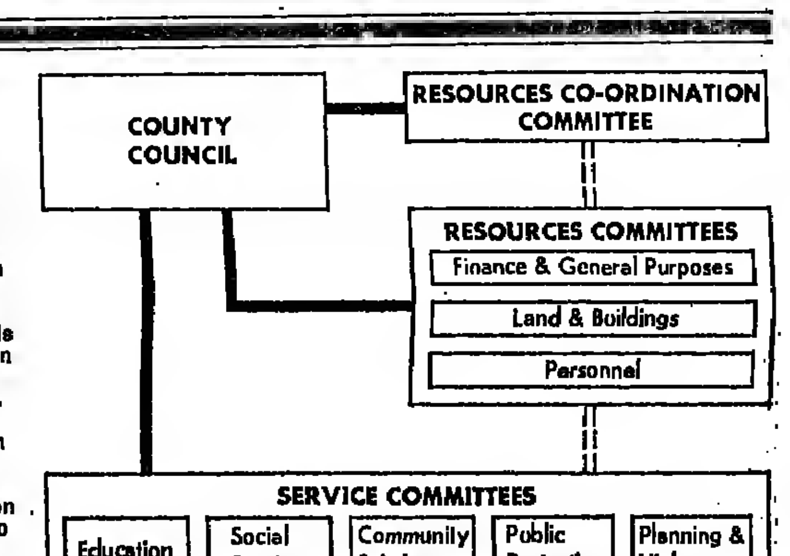
Chief Executive: should lead the team of chief officers, act as principal adviser to the Council, but have no department of his own. Should have outstanding managerial ability.

Policy and Resources committee: to advise on objectives and priorities across the board, co-ordinate and control implementation, monitor and review performance.

Management Team: the counterpart at principal chief officer level of the policy and resources committee. Their corporate identity as a team should be formally recognized; chief officers do not attend primarily as representatives of their own department, though they can speak for them.

Programme area committees: should be linked to local objectives, rather than particular services, to meet overlapping needs and encourage a corporate approach. The traditional department-committee link should be broken.

The Avon committee structure follows the classic corporate pattern, with resource committees for money, land and buildings, people. In practice, they have been taking decisions on all these matters away from the relevant programme committees, so the education committee is frequently bypassed on matters affecting schools and colleges. The resource committees are in turn bypassed by the real power centre, the resources coordination committee, which also imposes decisions affecting programme committee policy.



A case for change

The time looked ripe for a revolution in local government management when reorganization was being thought about in the '60s. Many authorities had brought themselves up to date but some had just grown haphazardly out of their nineteenth-century roots without much rethinking. Departments were virtually autonomous, committees proliferated with a ragbag of policies, and there was little machinery to provide a coherent local authority view.

The Bains' view that there needed to be more comprehensive planning of policies and services and stronger leadership from the centre was foreshadowed by outside consultants, by Mallaby, and by the 1968 Redcliffe-Maud Report on local government. Maud suggested that there was a need for a horizontal management and committee system to coordinate services and decide priorities, to balance the fragmentation inherent in the vertical departmental system.

The case for corporate planning which crystallized in Bains was essentially based on that premise—though it took it further—and it is difficult to disagree with. Each authority should be run as a single enterprise with coordinated thinking on policy and resources (which are mainly money, manpower and land). There should be objectives about local needs as well as provision of services, and monitoring of performance. It sounded right in theory. Such a policy is more essential as money gets tighter; one of the successes of the system can be to offer members a series of options. Nearly everyone believes in corporate planning now; what a lot of them have turned against is the management structure that goes with it.

It should be possible, they say, for departments to cooperate without imposing more management. But organic growth goes beyond cooperation which, in any case, depends on personalities, and at the very least a reformed structure provides a safety net to ensure that consultation takes place, and makes departments aware of each other's problems. The trouble starts when it becomes a good deal more than that.

Educationists had their doubts about the new theories from the beginning. They were bound to. Education accounts for more than half the resources, in money and manpower, of every local authority. Any move to reduce the autonomy of the departments in favour of an overall strategy was likely to nibble away at the powers of the biggest departmental empire of them all, and the evidence was that there were plenty of people in local government rather looking forward to doing that.

Teachers as well as education officers were alarmed when the Bains' working group brought out its interim report suggesting "that the service would be in no way adversely affected if the statutory requirement to appoint an education committee were removed". It was the statute rather than the committee that Bains wanted to get rid of. He also wanted to lose statutory requirements in other departments, as interfering with the efficient management of local government. Central government, however, was not sympathetic, and the offending sentence disappeared in the final report.

But fears were not allayed, and influential members of the Bains Committee went on believing that the 1944 Education Act was an anachronism. One of them was Gordon Moore, chief executive designate of Bradford and corporate man incarnate. He deliberately set the cat among the pigeons with a speech at the North of England Conference in January 1974 in which he asserted, in his usual cheerful bellow, that teachers were basically just the same as dustmen, since both were performing a service to the community.

It was not an auspicious opening for education in the corporate age, but within four months it was a reality, swept in along with reorganization.

The Institute of Local Government Studies (INLOGOV) has been monitoring progress in the authorities since then, and the answers to a questionnaire sent out to all of them in 1974 showed that most had adopted at least the form of systems recommended by Bains—they had introduced chief executives and management teams, pared down committee structures and introduced a policy and resources committee and programme area teams.

A minority had employed consultants, most had run up their own versions of Bains, and they all argued in terms of the Bains report.

Corporate management was accepted as the fashionable orthodoxy, and that is a very dangerous position for any important new management tool. As with computers in the 'sixties, many people believed that all their problems would be solved if only they acquired the expensive new machinery; it was only later they discovered that not enough people knew how to operate it.

That did not become evident at once, because local government was having to cope with a positive maelstrom of change. As J. M. Stewart, director of INLOGOV, points out, there were three things in three years to cope with: reorganization, new structures, and an unprecedented change for the worse in the financial situation.

The financial crisis, Stewart believes, made imperative the need for a certain strength at the centre in an authority, taking overall responsibility. "Corporate management was idealism in 1973, it is a hard necessity now".

In Cambridgeshire, for instance, which is reckoned to have one of the better managed systems, they believed that they could save £500,000 on transport if they organized it corporately, and similarly on cleaning or catering. It was the sort of saving which had to come and corporate planning was most likely to produce it.

INLOGOV's second report, "In Pursuit of Corporate Rationality", published last autumn, found that CEOs were more disenchanted than most chief officers with corporate management, and J. M. Stewart has some sympathy with them. They were justified in complaining about bad handling, and insensitivity to the peculiar nature of education, "but I would disagree if they implied that an authority is not entitled to look at views across the board, or were against more efficient ways of administering some functions".

Disenchantment and disruption

Teething troubles and financial crises taken into account, after nearly three years even CEOs who are too tough to be put down by it themselves have more fundamental criticisms than disenchantment at the way the system is working in the worst affected places.

The balance between administration and services has become upended so that the process is more important than the product. Maud's theory that a horizontal structure was needed to balance and coordinate the vertical line been carried too far.

The line of management through the education department to schools and colleges has been disrupted. If personnel, finance, land and buildings take decisions which affect education (or indeed social services) that are not coordinated through that department, control is fragmented—the opposite of what corporate management is supposed to achieve. That was the main issue at Avon. When Avon went corporate in 1974 (relying on a management consultant rather than the Bains Report) the chairman of the education committee, Norman Reece, was talking about getting away from the old system of watertight boxes where no-one knew what anyone else was doing. Last October he admitted, in a triumph of jargon-think: "our committees are still in a water-tight box situation."

There are two factors which can work against both education and good management in this kind of set-up.

Things are going wrong if direct communication between the education department and schools and colleges are broken by the interposition of another department, such as personnel.

They are even more seriously wrong if integral parts of the education service are split off and treated by other departments. It can make a complete nonsense to take youth services or careers out of education, losing the whole point of a local service, since much of the youth service is physically part of schools and careers advice has to take place in them.

In Stockport, for example, the youth service was lost to recreation and culture, though education goes on paying for dual-use premises. In Avon, not only did the youth service have to report to the community and leisure committee, but last year the careers advisory officer was handled out of education to join it.

In Avon again, according to Derrick Williams, the land and buildings committee decided which tenders for schools to accept, which meant that they controlled the numbers of schools built. In Bradford, education puts in its list of minor works but central services decide the order of priorities, which are not always well informed enough to be right.

There are a number of authorities where policy and resources or finance have sought to dictate the nature of cuts in education or social services. No responsible chief officer denies the need for cuts. They argue that resources should give total figure and leave the details to be worked out by those who know in the departments. After all, Bains said the decisions should be taken at the lowest possible level.

For some education officers it has seemed that the administrators have acquired power without responsibility, while their service has responsibility without power. There is a duplication of effort rather than clear lines of responsibility.

An unclear line of management is now accepted as one of the basic defects in the health service (as it would be in any organization or industry). It is worth noting that consultants from McKinsey and Company, the firm which helped design the reorganized health service in 1974 recently condemned the new structure in evidence to the Royal Commission for creating a "proliferation of paper and a massive bureaucratic problem", and for being "inefficient, undemocratic and over-managed". They advocated scrapping two existing tiers of administration.

This is relevant to the local government debate for two reasons. First, McKinsey were the management consultants who helped Liverpool set up one of the earliest corporate management structures in 1969. It caused friction when the Conservatives tried to implement it. Labour put it into reverse when they took power in 1971, and the Liberals followed up by dismantling the programme planning department. But it was the forerunner to many other such systems.

Second, the criticisms which the McKinsey consultants now make of what is largely their own health service structure are remarkably like those of the critics who say that corporate management is now discredited in industry, wastes time, money, paper and people, and produces expensive and counter-productive layers of management.

Much of this applies to local government as a whole. There are particular arguments about education (as there are for social services). It is a national service, locally administered, and both the Taylor report and the national debate are likely to recommend that it should be made more open and responsive to parents and governors.

But the tendency to interventionist management in local government is frequently in conflict both with the education department's statutory response to national policy and with small-scale democracy, forcing it almost at right-angles against the will of the community.

Education officers and chairmen are prepared to have bricks thrown at them by parents and teachers for policies for which they are responsible, but not to be accountable for decisions made by finance and personnel.

It is futile for the Education Secretary to recommend that part of the rate support grant should be earmarked for in-service training, if local policy committees can decide otherwise.

In any case, education is different from other departments because, quite simply, it is dealing with children. Teachers and dustmen may both be serving the community, but it will matter little in the end how often the dustbins are emptied, the grass cut, or the pavements repaired. "With children", as Len Cooper, last year's NAS president, pointed out, "it's now or never". Budget meetings are too often playing money monopoly, thinking about figures instead of what is happening about children or teachers.

Imbalance, disruption in line management, conflict with national policy, may be inherent in corporate management. Inefficiency is more likely to be a result of the way it is run.

When the Conservatives took power in Birmingham last May and promptly destroyed their two-year-old corporate management system, the report from Neville Bosworth, leader of the council, listed these disadvantages, among others: "No evidence has been obtained of increased efficiency or economy; on the contrary, extra staff was employed to carry out fewer functions; too many officers at various levels spent too much time talking with each other at regular formal meetings; we and chief officers had too many reports, which were too long and often said little of value; there was excessive centralization and as a result, pride in achievement and initiative was stifled; advice was often ignored."

These sentiments are echoed in many other authorities, but all they are really saying is that the system is not working very well. Plenty is going wrong, but is it really all because of Bains?

Other education officers have repeated Derrick Williams's cry that he believed in Bains but not the way it was being interpreted in his own authority.

An analysis of what is happening in the authorities suggests that most of them, and certainly those that have run into trouble, have only the haziest idea of what corporate management is and have wildly, often expensively, misinterpreted Bains.

Perhaps the clearest demonstration of this is that in Kent where Malcolm Bains himself was Clerk of the Council until the 1974 reorganization, there are few problems and education has no complaints.

"He took no part in planning our new structure, but we were only too well aware of what he thought", says W. H. Petty, county education officer. "However the report has been used or misused, he never took a line against education in Kent. He is blamed for all sorts of things that were never suggested."

Gordon Moore, of Bains and Bradford, agrees. Though the corporate system he constructed for his city went further than Bains and generates its share of rows, tensions and over-management, it has an internal logic, based on stated objectives.

The city was a product of the industrial revolution. So they should do something about the environment, see that the people were properly educated and given social help. Therefore departments for development services, educational services, social services and coordinating management, with built-in machinery for consultation. All of which is a good deal more than most other authorities have managed.

"They just copied the diagrams from Bains without reading the text," says Gordon Moore. "I always said it was a mistake to print diagrams. It was meant to produce guidelines, not a blueprint."

This is supported by the research at INLOGOV, where they followed up their questionnaire to authorities by selecting a sample of 27 for further study and report. They found only a handful systematically attempting to introduce structures and make corporate management work.

Political power

Though on the surface the Bains Report was pretty even-handed on the respective roles of officers and elected members, some of the working group had no great regard for the calibre of amateur local politicians. For their part, many of them felt it had significantly underestimated the political member role.

A few of the more powerful elected members have since used corporate management as a lever to greater control, but experience has confirmed the worst fears of some, and confused many others.

Indeed, it is the lack of understanding of the basic thinking by members that has botched up many a structure since they voted them in in 1973. Even in Bradford, where member participation is carefully built in to the (officer-dominated) structure, an evaluation recently found that a "substantial number of members clearly do not understand corporate planning concepts".

On the other hand, whatever the views of officials about the management system, it is the politicians who have to put their hands up if it is to be changed or abandoned. It may be one of the few powers restive back-benchers have left in the pared-down committee structure.

It was switches in political power in Liverpool and Leeds that led to chopping and changing in their corporate structures. Tameside was reputed to have a happy corporate team but the coordinated advice of the directors of education, administration and the chief executive was powerless against the politicians determined to retain the grammar schools. The entire system was dismantled in Birmingham as a direct result of the Conservatives gaining control at last May's local elections. If anyone undermines the entrenched Bradford structure it could only be the disgruntled politicians.

Reorganization had brought with it many changes in the elected membership of local authorities. The younger element were eager for new methods but had little experience of local machinery. The old hands knew only too well how things were done in the good old days, but found it hard to square across-the-board thinking with traditional committees.

The disastrous result has been that in some places the old and new systems exist side by side, or messily superimposed.

Thus, programme area committees have been set up, but have died of disuse because members have seen them as competition rather than coordination for the services, and continued to channel decisions through the service committees.

Chief officers have been formed into management teams, but these have failed to become effective instruments for helping to frame policy because their deliberations were reduced to trivia. Members could not see the purpose of the management team and continued to refer major issues to the policy and resources committee.

Both these things happened in Birmingham. "Lip-service was paid to corporate management and we had the machinery for it", said Kenneth Brooksbank, CEO, "but members and chief officers were not ready to make efficient use of it or understand what we wanted to do with it.

"The chief executive probably knew, but the system and the political leadership were on two divergent paths. There were the chief executive, policy and resources committees, programme area groups, and on the other side there was the committee structure. The two were never fused."

There were other reasons for the system working badly in Birmingham, but reform of the machinery could only come through a political initiative. One political mistake built into the system was that the education committee chairman did not sit on the policy committee. In the event, this did not prove as disastrous for education as it might have done elsewhere, since both Kenneth Brooksbank and his committee chairman until the May elections, Sheila Wright, were forceful and vastly experienced.

It has been amply demonstrated that it is this sort of partnership that can best prevent the powers of education department and committee being eroded by the new systems.

The political weight of the chairman is especially vital in those authorities such as Manchester and Sheffield where old and new systems coexist to the extent that decisions are still made by the political caucus rather than the management team.

Since the ruling group meeting is a forum for in-fighting not accessible to officers, committee chairmen are there without support and must not be sent naked into the smoke-filled room.

"We must arm our chairmen with every valid piece of information", said Michael Harrison, CEO for Sheffield, "he can't just fight by force of personality. But political power is what counts.

"You must have political strength in education. There are too many well-meaning, benign people on committees who are afraid of going in and laying about them with their fists. Educationists will have to go in aggressively and make education important in political terms."

Since his chairman, Peter Horton, is also chairman of the Association of Metropolitan Authorities education committee, he does carry some political clout. Even so, he shares a common view that corporate management can take away democratic control and concentrate it in the hands of two or three.

"Corporate management can become an old-style dictatorship in the hands of the chairman and leader. With the help of one or two others he can put things through whatever committees he chooses, however much education and social services officers and back-bench politicians may oppose."

The power of the education committee can also be reduced if the secretary or chief executive decide which committee reports go through to policy committee, interposing it as overlord, as happens in Oxfordshire.

Oddly enough, devotion to corporate systems does not run on strictly party lines. It has been embraced with equal fervour in Tory shires, in Labour and Conservative metropolitan districts, but it has been noticeable that many of the moans have come from the small metropolitan districts in the north.

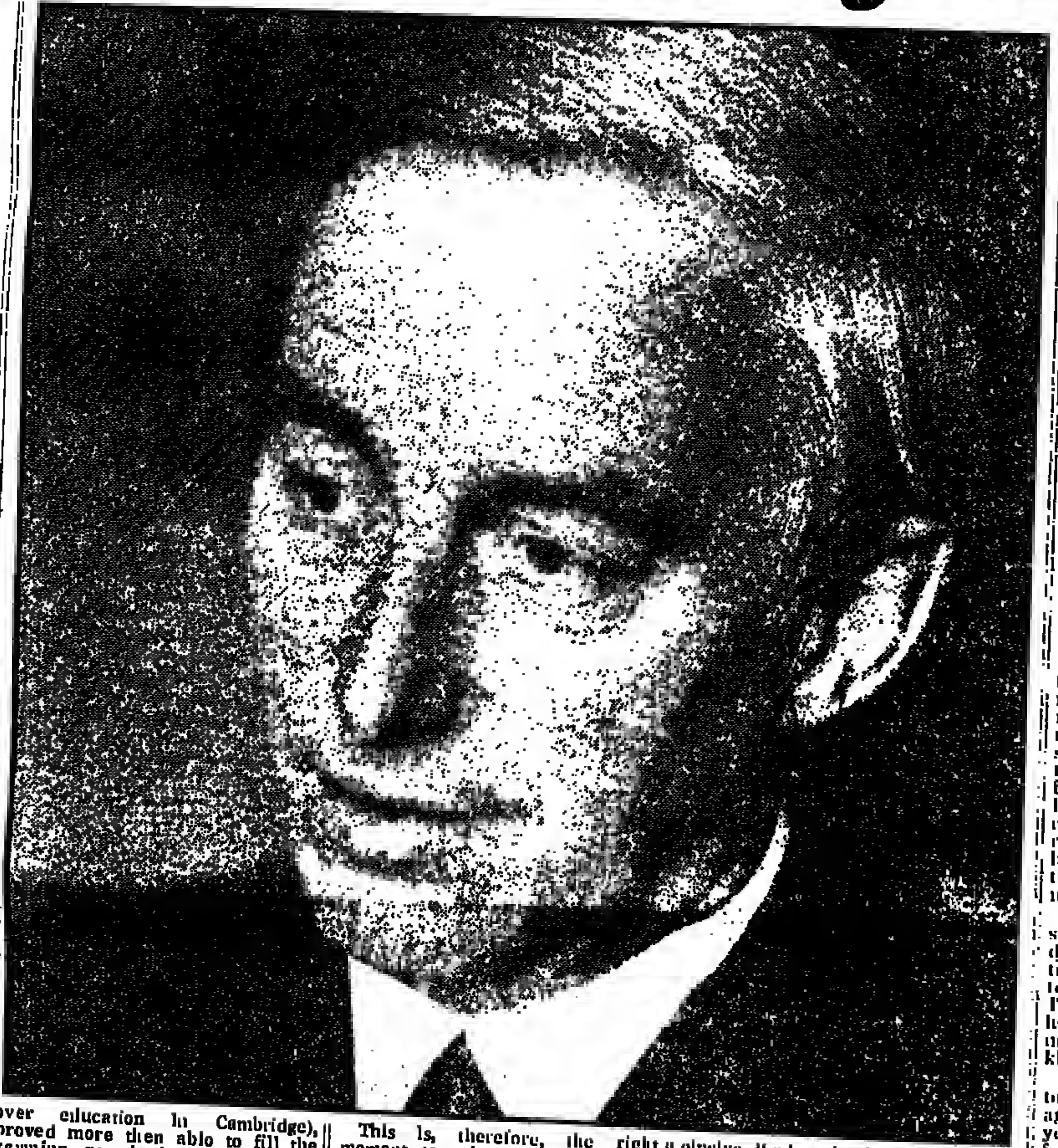
One reason for this is that they do not have councillors high-powered enough to step in and sort things out when the heads of the new central control departments start trying to make their mark by empire-building.

Another explanation is that the politicians themselves are sometimes using the system to boost personal power. "There's nothing wrong here that couldn't be solved by a good bus crash", they said in another embattled education office in the north.

Whether the education committee regains its former significance in such places may depend in the first instance on what breed of politicians is returned at the May elections. The only political constant seems to be a dangerous tendency to ditch the management system of whatever party went before. "When local government officers lose jobs on the spin of a political coin", said one displaced corporate planner at Birmingham, "we are on the edge of the abyss."

Was Peters nearly right

Harry Judge reviews the work of one of our most important philosophers of education



Fifteen years ago Richard Peters accepted the chair in the philosophy of education at the University of London Institute of Education. Things have never been the same since.

He was already, of course, a philosopher of high distinction who had in 1956 published an important book on Hobbes (whose ruthless logic continues to fascinate him) and who held a readership at Birkbeck jointly in philosophy and psychology. He had little stomach for educational theory as it was then taught (if that is not too strong a verb) and less for what passed, within the trade he was now joining, as the philosophy of education.

He did not even try to admire the heroic folly of tutors in colleges and, (for their offence often was and is greater) university departments of education—who wove into their general tutorials or seminars prettily coloured threads of psychology, history, sociology (just a little) and home-spun philosophy. This was the "undifferentiated mush", a proper contempt for which became one of the hallmarks of the new orthodoxy of the sixties.

Specialists in the philosophy of education were specialists in nothing, debarred from admission to any decent golf club for proper philosophers, who offered courses in the great thinkers and their influence on big ideas, from the geometrical clarity of Plato to the infectious confusions of Dewey.

The year 1962 seemed preordained for launching the attack on the ignorant if virtuous armies, and Richard Peters was preeminently qualified to serve as field marshal. He was a giant among the pygmies, which explains at once the undoubted brilliance of his success and some of the disturbing paradoxes of his victory.

In 1962 the old two-year course in the training colleges had just been extended to three years, and new opportunities presented themselves for liberalizing (one of the many words with which Richard Peters has such useful sport) the tired and utilitarian programme which these small and isolated colleges had been dutifully offering to the unexcited student.

The Robbins report was about to recommend that training colleges should now shake off their banausic taint, and rise to a new dignity as colleges of education: education is always a nobler thing than training, and not infrequently better paid as an activity. The colleges would join the great community of higher education and find their proper place within the generous embraces of universities, the guardians of western civilization and the zealous guarantors of liberty.

The BEd was hurrying towards Bloomsbury to be born, and represented the potent ideal towards which the revivified colleges should struggle. It was, indeed, full of promise. The three-year course would now, first for some and then, no doubt, for all, be enlarged in time and scope into a four-year programme. At the end of it glittered not just a degree (albeit in education; newly enriched beggars cannot be over-fastidious as choosers), but an honours degree and one awarded by a university.

Here was opportunity indeed, but it was to be enriched still further. For this was also the decade of expansion, as the colleges doubled their capacity to allow for the extra year of training, to improve the staff-student ratio, to prepare for the long awaited raising of the school-leaving age. All this meant a rapid and unprecedented increase in appointments in colleges of education, and just at the moment when the nature of their work was being fundamentally reappraised.

Richard Peters (shortly to be joined by the ebullient Paul Hirst, who now presides with distinction over education in Cambridge), proved more than able to fill the yawning gap both with powerful and original ideas and, as the party years rattled away, with the men and women who he had inspired to teach them. All he had to do was to write down the names of lecturers in philosophy of education—possibly on lavender-coloured paper—and careers were assured.

I shall want to argue later, and I hope not ungraciously, that this kind of triumph raises its own ineluctable problems, but for the moment, and until about 1973, the sun shone and the rich wine of discourse flowed. Hirstanpeters almost won a separate place in the Dewey classification, as Williamonmary had in the affection of generations of schoolchildren.

When, bowed by service in comprehensive schools and in the mafia of the James Committee, I joined—too late for the party, but never mind—the ranks of the teacher-trainers, there could be no doubt of the totality of the victory. One of my first students—and all teachers remember with a particular clarity their first pupils in any context—was a man of original views and temper who lived in a caravan and often confused his shopping with his books in the same container.

He came in one dark afternoon, fresh from the purchase of a succulent steak, to announce in the lugubrious tones of a Welsh prophet that "there is blood on my Hirstanpeters". The point (if one may generously be allowed) is that the blood was that of the enemy, and not of the authors.

General Peters has wisely and considerately chosen this moment, in 1977, to publish his own informal war memoirs, in effect for the 10 years from 1964. He has done so by republishing in a book 10 of the key articles or papers contributed by himself in those years, with a short and provoking introduction.

This is, therefore, the right moment to ask not only what it was all about, but—even more tensing—what will happen next. For a change in direction there will certainly be. The teacher training world of the sixties now, when its bold aspirations and massive achievements are recalled, sounds as remote as that of the Emergency Training Scheme, or McNair, or Kay-Shuttleworth's Battersea, or the college to which Hardy sent his Arabella.

The most dramatic and obvious (but not necessarily the most important) change has been in numbers. Colleges, with the paint scarcely dry on their latest extensions, are closed. The very concept of a college of education grows dim in the memory. The CNAA, no more than a toothless baby in the days of "undifferentiated mush", has grown to confident manhood and imposes rigorous standards which nerveless universities blush even to mention.

In-service work is given, both by Mrs Williams and Mrs Thatcher, an emphasis which may yet change the whole shape of the teacher training enterprise. The ATOs, which in effect buttressed the welcome power of the universities, have perished without a successor. Newer voices are heard crying, from Nottingham or Cambridge, for a sharper professional edge to be given, at least to the teacher-training for graduates.

Within the ill-defined and mysterious colleges of higher education a concurrent yields to a consecutive pattern of study and it can no longer be assumed that all, or even most, of those studying "education" can go on to become teachers. This, perhaps, will prove to be the deepest change of all.

Professor Peters's latest volume falls into two unequal parts, the first six chapters being devoted to more general questions about the nature of the study of the ever elusive "education", and the last four chapters to the doubly difficult question of what such a study (once defined) might contribute to the education of teachers.

So great has been the influence of Professor Peters since 1962 that it can hardly be surprising if these chapters provide no surprises. But, as he himself argues at the outset, they will serve to recall the major challenges and changes of these years. They are, in the very best sense, dated.

A rereading of these important papers can produce some odd side-effects, and this is particularly true of the last four chapters. Indeed, chapter eight—on "educating" as a specific preparation for teaching—hides a tantalizing trap. The copyright note on page 166 gives "1976" as the year, although the acknowledgements at the head of the volume make it clear that this must be a misprint for "1967".

The point of this apparently pedantic correction is that chapter eight simply could not have been written in 1976: too much has changed in these nine years. The brave call to arms would fall on deaf ears, the hopes that "education" would establish itself in this way have turned bitter.

This is not to suggest that at any time, even at the rallying of the standards in Hull at the ATCDE/DES conference in 1964, has Richard Peters been complacent. On the contrary, he has had no illusions about the deep contradictions of the concurrent course, none about the ways in which his less gifted followers have both aped and misunderstood him, and none about the intellectual and professional snares which await those who are rash enough to enter the world of teacher training.

His 1972 analysis of this last set of problems—in terms of the Freudian ego, super-ego and id—is by far the best brief discussion of [...] severely practical issues [...] ing resolution. What is [...] was among the first to [...] the unassailable fortress [...] tellectual position, that [...] sophy of education ought [...] cerned with the problems [...] tice and policy and that [...] training ought to be [...] new relationship with [...] tioners in schools. The [...] remains: How to do it?

That, precisely, is the [...] that was overlooked in the [...] the sixties but cannot [...] evaded. It was the question [...] the James report tried [...] attention, and which [...] James himself on sliding [...] the demonology of [...] sors of education.

On the importance of [...] Richard Peters himself [...] teristically clear, even [...] we were bent on bringing [...] some fairly solid influence [...] tice during teacher [...] might be wise to experiment [...] more radically with the [...] apprenticeship of students [...] enced teachers whose [...] been shown to be effective.

But it was precisely that [...] development which was made [...] not less difficult by the [...] the BEd and the frenzied [...] make education respectable [...] ventional academic discipline [...] not the fault of Richard Peters [...] so many of his disciples heard [...] the easier half of his message [...] fate was that of another philo[...] Dewey, whom he does not [...] admire. Dewey's widow, it [...] recalled, complained that her [...] band's followers "could [...] their idol for the incense they [...] up".

In a real, but ultimately [...] sense Richard Peters has [...] defeated by his victory. There [...] too little opposition, and the [...] territory was conquered too [...] The old order was over[...] before either the new men [...] new ideas were ready to take [...] kingdom.

In this sense, 1962 was [...] too late, for—as Richard [...] again recognizes—in a few [...] years (almost months) the "[...] ferentiated mush" had [...] scrapped; then the different [...] discipline-based studies had [...] their respectable shape; and [...] most difficult of all, they had [...] reintegrated in a study of "[...] tion" comparable to that [...] "politics" which has been [...] created over 24 centuries.

But 24 centuries could [...] recapitulated in 24 months, and [...] revolution got nastily stuck [...] second phase. The integration [...] which Richard Peters has [...] tently argued is yet to be achieved. Meanwhile—and as John [...] demonstrated last year in [...] *Educational Theory and the [...] ing of Teachers*—the theory [...] has yet to be manufactured. [...] as Professor Peters engaging[ly] remarks, "... in my opinion [...] state of ignorance with regard [...] teaching and learning is also [...] comparable to that of the [...] with regard to medicine or [...] logy" (p 175).

But Professor Peters is still [...] the field, and despair would [...] misplaced. If the sixties took us [...] him, too far and too fast, the eighties [...] might at least diminish [...] ignorance. Sparkling papers [...] that, in his new book, on [...] in education, or the nature [...] liberal education, convinced me [...] least that we do have a chance.

This, obviously, is not a [...] but a note of thanks to Richard Peters for his fifteenth birthday present. One of the most stimulating papers in this collection is titled "Was Plato nearly right about Education?". That should make superfluous any apology for the title of this article.

Education and the education of teachers. By R. S. Peters. International Library of the Philosophy of Education. Routledge and Kegan [...] £4.95.

Harry Judge is Director of [...] Oxford Institute of Educational Studies.

A fragile bubble

Stuart Hood on television and politics

Facing the Nation: Television and Politics 1936-76. By Grace Wyndham Goldie.
Bodley Head £7.50. 370 01303 2.

A government-licensed organization like the BBC has a duty, not fully described by the prescription in the Charter, to inform, instruct and entertain. That duty is to provide its audience with a picture of our society's workings, and to do so in a manner that will not clash too violently with the audience's experience of life, and secondly, to explain these workings in terms of the political philosophy of parliamentary democracy. Any analysis of society and its workings which is couched in terms unacceptable to the Westminster consensus is implicitly forbidden. Thus it would be unthinkable for the Chancellor of the Exchequer to be interviewed on policies by an economist who was well-informed and intellectually distinguished but a Marxist. An organization like the BBC may mirror society but the image is a cosmetic one.

It may pose questions to the consensus politicians but not cast doubts on their political philosophies. In short, it must not undermine the authority of those who exercise power in our society. That this should be so is inevitable; to expect that it should be otherwise is to be politically naive. The interesting questions are: How do these constraints affect editorial policy? How do the men and women who make the policy and programming decisions know and recognize the limits of their freedom? How are the necessary relationships between the politicians and the broadcasters maintained? How, finally, do these constraints square with the idea of the BBC as a free and independent institution?

It is the great virtue of Grace Wyndham Goldie's study of television and politics between 1936 and 1976 that it provides answers to such questions. She is particularly well qualified to supply these answers since, for some 20 years, she was deeply involved in policy-making in the current affairs department of BBC Television. One of her tasks was to think clearly and practically about the relations of the BBC to Government and Opposition and to formulate programme policies in the light of her political judgments. It was a task calling for intelligence and political acumen; Mrs Wyndham Goldie is well endowed with both qualities. She writes, therefore, as a privileged and sophisticated witness of the intercourse between the broadcasters and those who wield political power.

As might be expected, her account effectively disposes of the crude view that the BBC is under some sort of Government direction, acting on instructions or directives. The truth, as it emerges from her account of consultations with politicians and of their contacts, official and unofficial, with BBC staff, is more complicated. What she describes is a continuing dialogue at various levels, conducted with varying degrees of intensity, between the political parties and the BBC.

Much of this dialogue is carried on at departmental level; in case after case Mrs Wyndham Goldie as a department head was putting out feelers and taking soundings on which she then reported to the Director General's office. These operations might be carried out when waiting for a programme to go on the air or after transmission in the entertainment suite. Opinion might be canvassed on social occasions. On a more formal level there was that most important of channels, the Chief Assistant to the Director General, whom she (rightly) reveals to be the main formal liaison between the politicians and the top levels of the BBC hierarchy. The system is flexible, well tried and efficient. There is no need for directives.

From time to time there are cumphations and malfunctionings. On the one side, there is the tendency for politicians to become impatient with these delicate mechanisms and to wish for more direct controls. Churchill wanted to commandeer the BBC during the General Strike; Eden, according to Harman Grisewood, who was Chief Assistant to the Director General during the Suez crisis, had an instrument drawn up which would take over the BBC altogether. On the other side, there are discontents among the professionals in broadcasting who, from time to time, find the constraints under which they work irksome.

They may, for instance, press a politician too hard or expose him or her to "unfair" questioning. Mrs Wyndham Goldie cites the case of Robert McKenzie quizzing Wilson about his challenge to Gaitskell over the leadership of the Labour Party. Wilson's reaction was sharp and threatening. She does not, surprisingly, mention the even more striking case of James Mossman, who was injudicious enough to put it to Wilson that there was a moral dimension to the decision to support the United States over Vietnam. It was an error for which Mossman paid the price; he was removed from *Panorama* to an arts programme.

In her introduction Mrs Wyndham Goldie confesses that it was only gradually that she became aware of the "extraordinary truth" that the whole television world "is a bubble of fragility which can easily be pricked and destroyed by the decision of politicians." It is surprising, given her close involvement in television and politics, that the truth should have taken so long to sink in. Perhaps like many other BBC officials she was a victim of the BBC's ideology, which presents it as an independent agent in society. That it cannot be independent in any absolute sense is clear from the reserve powers in the BBC's licence whereby the Minister responsible may "in writing require the Corporation to refrain from sending any broadcast matter." These powers are no less real for being seldom used.

There is, too, as she points out, parliamentary control through the decision whether or not to increase the BBC's license revenue; in times of financial difficulty—like the present—this makes the BBC more vulnerable, which inevitably means "some diminution in its hard-won independence from government interference in its day-to-day running." Then there are the straightforward threats as when the BBC, struggling to free itself from the rule that forbade discussion of any issues for a fortnight before they were debated in either House, was warned by the Party Whips that it was advisable to get into a position of public debate with the leaders of all parties in the House of Commons.

Politics and television, Mrs Wyndham Goldie reflects, are inextricably mingled. Each influences the other in basic ways which, as yet, have neither been fully explored nor understood. Her hope is in some respects that they never will be. This is a sad conclusion. Is she perhaps afraid that such an exploration might make it manifest that the relations between the BBC and the centres of political power rest on complicity—that complicity which Reith so accurately described when, in the midst of the General Strike, he confided to his diary: "They want to be able to say that they did not commandeer us, but they know they can trust us not to be really impartial"?

Between the idea and the reality ...

Edward Neill on T. S. Eliot

Eliot/Language. By Michael Edwards.
Aquila Publishing Co. £1.50 and 50p.

There have been more labourers in the Eliotic vineyard than there are grapes. They were rarely worthy of their hire, and most of them have trod, have trod, have trod until in the moonlight the pips were squeaking. They did little good to each other.... Michael Edwards's book, by contrast, might be said to be monumentally short. It may even be, in its way, a kind of mild portent. At any rate, I hope so. The "work ethic" must be deferred to, but it may be mislocated with ease in academico-critical contexts. People chundering at typewriters may be harmful drudges. Beavers may be copyists. Edwards writes in a pithy if pretentious way. The book might be described as a deliberate condensation, 48 pages long. Pebble after pebble is quietly dropped into the pool of consciousness. The ripples can look after themselves.

Some examples: we begin with a short colloquy, which is really Edwards's shadowy imitation of Hugh Kenner's imitation of Eliot imitating Dryden's imitation (which wasn't worth imitating) of a Platonic dialogue. It's about those Prufrockian women who come and go talking of Michelangelo. We move to the claim that "Eliot's poetry moves from derision of types of literature to derision of literature itself". This is in turn involved with the assertion that the world and the language of "Prufrock" are "fallen".

This is taken to hold for Eliot's subsequent work, that we are confronted with "language struggling in evil", and thus, as it were tempted by nonsense, like the nonsense of Nimrod in the Tower of Babel in Dante's Inferno, Canto 31 ("Rafel mai amech zabi almi"). (And now a word from Our Sponsor?) Thus the waste land ("Gerontion" is treated as a subverted dramatic monologue, a roll of syllables "giddy with conjecture".)

Long before this, it has become obvious that there is a heavy deposit of Hugh Kenner, far beyond the point where formal acknowledgement is adequate. Besides, not only is Kenner an influence, he's a dangerous one—the antithesis of the creeping ancillaries. Elsewhere Edwards, perhaps inevitably, tramps on toes, for example in noticing that the end of section 4 of Ash Wednesday "And after this our exile" may, by the devout Christian be completed as "show unto us, the blessed fruit of thy womb, Jesus", giving it a significance other than that it would have for the impious. The line is transfigured by Christian awareness, or at any rate Christian knowledge (a significant ambiguity). But this has been noticed before, for example by George Williamson. This is naughty plagiarism but the imprint of Kenner is something of another order, and follows through to the treatment of the *Quartets*, said to "exist on a very fine edge, both celebrating and subverting the possibilities of poetry".

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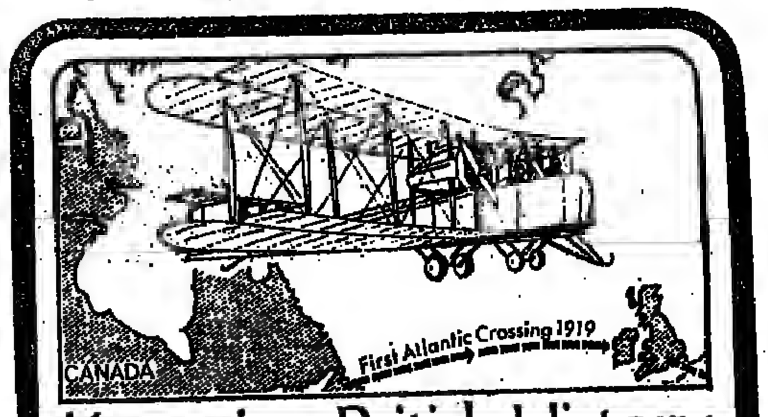

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The 16+ Inquiry report is now out of stock. "The Times Educational Supplement" much regrets that, for reasons of cost, it cannot be reprinted again.

Reaping what we sow

James Keddie on economics and the environment

Environment and the Industrial Society. Edited by Nicholas Holmes. Hodder and Stoughton £4.50. 340 17193 6, £2.95. 17192 8.
Economics in the Future: Towards a New Paradigm. Edited by Kurt Dopfer.
Macmillan £7.95. 333 19502 7. £2.95. 19503 5.

The Victorians were fond of asking Questions. There was the Eastern Question; closer to home, the Irish Question; in the midst of us, the Condition of England Question. Problems then were very neatly demarcated. Things are not so simple now. Attempt even a partial taxonomy of our current problems—inflation, persistent poverty, environmental damage, social alienation in work and on the streets—and a little thought will suggest their interconnexion.

Both of these books attempt to address some of these problems. *Environment and the Industrial Society* is concerned with the effects of productive industrial activity on the way we live, often too divorced from the natural environment but eventually impinging drastically upon it. It is a lively and informative work. There are discussions of pollutants general and pollutants urban, of agriculture and population growth, of the cleavage between ecological and economic criteria.

The technical discussions are crisp. The contributors conclude that gradual build-up of pollutants globally gives the most cause for concern. The impact, though pervasive and potentially catastrophic, is uncertain and for the long term. It is thus peculiarly difficult to control. Accumulations of heavy metals in living things, and of carbon dioxide in the atmosphere, may be particularly dangerous.

Air pollution is singled out as the most serious type of urban pollutant. It consists largely of the products of combustion, with the internal combustion engine as the worst offender. Other sources can be more or less cleaned up, but our penchant for personal mobility over a wide area at high speeds and accelerations leaves no immediate alternative to the petrol- or diesel-engined motor car. The alternatives—public transport, the electric-steam—or gas-powered car—are shot down one by one. We are reduced to the tenuous hope that too many motorists won't remove the anti-pollution devices from their exhaust pipes.

One could go on and on. Modern farming practices are attacked as destroying soils with high-yielding monocultures resting on a dangerously unstable base of artificial fertilizers, herbicides and pesticides; the notion of "demographic transition" to a stable population is attacked—falling birth rates with increasing affluence still leave population growth much faster than before the transition started; economic notions, both of free market forces and cost-benefit analysis, are perceptively attacked as providing inadequate protection to the sufferers from pollution or against the risks of self-reinforcing environmental damage.

Yet, with all the good things in this book, it concentrates too much on the alarming technical by-products of industry and transport, and too little on the attitudes which produce them. The contributors rightly point to health and long life as benefits of industrial society. But we could surely have these, perhaps even more of them, without detergents and motor cars. This leaves "comfort", to which industrial man is seen as so wedded that the contributors despair of him yielding it up until an exceedingly and unnecessarily unpleasant situation forces him to. Their proposals are confessed "panaceas and palliatives".

This does not take us very far. Nor does *Economics in the Future* carry us much further. Some distinguished economists purport to address "the economic challenges of our future". In fact, they spend much of their time puffing their particular brands of economic analysis. Doubtless all of them strive for relevance, but not much is achieved.

Jan Tinbergen calls for further quantitative analysis of income distribution and international trade prospects in the developing countries and approvingly notes "the increasing numbers of economists who, in recent decades, have found their way into business and government positions". Sir Roy Harrod expounds a full employment growth model, defending fiscal and incomes policy against "high-up administrators . . . (who) have largely learnt their economics from such economists as Walras, Alfred Marshall and A. C. Pigou and their disciples". This is not very futuristic stuff.

Nor is Harvey Leibenstein's contribution, which announces to a breathless world that monopolies may have higher production costs than competitive firms. This he attributes to reduced effort by employees with the loosening of "constraints"; and interprets it as a straight "welfare loss". It does not occur to him to balance people's interests as employees against those of shareholders.

Gunnar Myrdal, K. William Kapp and Kurt Dopfer are more at variance with conventional economics, attacking the narrowness of its perspective — the ahistorical "market" operating with little recognized connexion to the environment, or to institutions currently studied under other disciplines—and its inadequate account of human welfare. But their criticisms and alternative formulations, for example replacing GNP with "Net National Satisfaction", seem peculiarly remote from real human problems.

More flesh and blood is provided by the final contributor, Shigeto Tsuru. He discusses two social consequences of automation and monopoly in large scale industry. First, it becomes difficult to relate wages to the productivity of individuals, and the distribution of income is then decided by bargaining between organized workers and large firms. How destructive and unjust this process can be our weary experience with cost-push inflation is sufficient to tell us. Second, automation reduces satisfying productive work to a minimum; and industrial man, once outside the factory gates, teeters around in motor cars, conserving time for the watching of television.

Here at least a start is made on connecting some of the problems of our time, and in focusing on one of the most central of them, alienation. But judging from the remaining contributions, we cannot look much to economists to solve the problems felt by most ordinary people, still less by environmentalists. Why is it that, in a world increasingly disturbed about the quality of life our present practices will permit us to hand on to our descendants, not a voice is raised in this book against the universal practice in economic evaluation of progressively "discounting" future benefits — which reduces the interests of countless generations to things of no account?

In-service

Teaching in Focus.
An ABC of the Curriculum. James Eaton. £1.00.
Activity Methods in the [illegible] Years. By T. O. Greig and [illegible] Brown. £1.15.
School-based In-service Education. By David Warwick. 85p.
Oliver and Boyd.

The claim for these books is [illegible] well as offering technical [illegible] "each is placed in the wider [illegible] of educational theory and [illegible] and classroom organization [illegible]eral", a difficult intention [illegible] honour.

Activity Methods in the [illegible] *Years* comes nearest to [illegible] this claim. Its 88 pages [illegible] directly to teachers and offer suggestions based on valuable experience. There are check-lists to [illegible] teachers keep a coherent and purpose running through [illegible] methods, and there is sound [illegible] about assessment and the problem of keeping tabs on what the [illegible] are learning.

School-based In-service Education ought to be stimulating, but it [illegible] Much of the book deals with organization questions and doesn't [illegible] prompt fresh thought about the [illegible] function of in-service work in [illegible] where it ought to be.

The *ABC* is simply a glossary. At the beginning there is a map [illegible] "Curriculum Archipelago" with the items mentioned. But the [illegible] thing is that there are no bridges between the islands so that organization island is not connected to learning island, which is not connected with content island, etc.

That is the trouble with attempts to relate theory and practice, bridges are hard to construct. If this series is going to be of value and live up to its claims, then the later volumes will have to be better than these.

Norman [illegible]

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One country, two faces

Brian Powell

World within Walls. By Donald Keene.
Secker and Warburg £11.75. 436 23266 9.
The Japan Reader 1 and 2.
Penguin £1.75 each. 14 02 1967 6 and 1968 4.

All newspaper readers are aware of the Japanese "economic miracle", wrought by "economic animals", who inhabit a country whose culture has "two faces". Some readers have also been able to acquire a knowledge of Japanese politics, and their number has greatly increased since the Lockheed scandal began. It is much easier in 1977 to be well informed about certain aspects of contemporary Japan than it was even 15 years ago.

Then, the half-an-hour-over-breakfast reader might have been forgiven for skipping over the rare article on a remote East Asian island country which (partly as a result of its government's deliberate policy of low profile in foreign affairs) had hardly impinged on the consciousness of the western world since the end of the war. But Japan could not hide an average 10 per cent growth rate for ever, and her increasing international importance as an economic power invited more journalistic interest, especially in the pages of *The Economist*. Japan supplements began to appear with some frequency in *The Times* and *The Financial Times*. Their variety has been great, but the emphasis has naturally been on the economic success and how it has been achieved, and on the special character of Japanese society where the traditional and the modern seem to exist happily side by side.

One aspect was often explained by the other. The economic success could be said to have been achieved by a skilful combination of modern technology and traditional social attitudes. Gone are the days when the Japanologist, perhaps working on eighth-century linguistics, was expected to give an opinion on Japanese economic performance. Now every economist, whether he reads Japanese or not, has up-to-date information and a better comparative framework within which to analyse it.

This increased interest has been reflected in secondary school education, where a breaking down of the traditional barriers between subjects has taken Japan beyond the geography departments to which it was formerly confined. Over the past two years the Information Centre of the Japanese Embassy has sponsored a large number of "teacher workshops" and sixth-form conferences throughout the country, and the response has been good. At Oxford, where sixth-form conferences on Japan have been held independently, it has never been possible to accommodate all the applicants.

At a recent teacher workshop held at St Antony's College, Oxford, two observations made by teachers may indicate the next stage in the heightening general awareness of Japan among the British public. The first was an appreciative comment on the emphasis given to culture rather than economics. There has been a German economic miracle, too, but we think we have some understanding of German life and culture. We know, for example, that to a large extent the same pop songs and the same classical music are heard and appreciated in Germany as in Britain. Who in Britain knows what the Japanese teenager listens to or what the concert-goer expects to hear?

The second observation made at Oxford was more puzzled, even critical. Nearly all the speakers and informants at the workshop were Westerners. Most officially sponsored conferences were dominated by speakers from the country concerned. Why could the Japanese not speak for themselves?

The two books under review contribute in different ways to the cultural overview of Japan, which is generally lacking. Translations of Japanese novels have appeared in great numbers recently, but Mishima, for example, tells one as little about Japanese literature in general as Kurosawa does about the film industry.

Donald Keene's *World Within Walls* is the first volume of a two-volume work covering Japanese literature from 1600 to the present day. This volume is a lucid and comprehensive survey of two and a half centuries of literature, both popular and refined, and it tells as much about Japanese culture and life during a period of seclusion that had many implications for twentieth-century Japanese history.

The second book, *The Japan Reader*, aims to "bring together in an introductory and readable form information essential to understanding Japan now scattered among a myriad of books and publications". This it certainly does using some material not easily available elsewhere. But it does something more. There is a emphasis on how ordinary people lived their ordinary lives at various times during the past century, and this again fulfils the function of bringing us closer to the Japanese.

Much of the research on Japan currently being undertaken in this country will further this attempt to see the Japanese not as economic animals but as people. There is a renewed interest in biography, which strangely has not flourished in British Japanology. In the past Some fascinating psychological studies are also being carried out. What does the obligatory Japanese bow mean? Why does the Japanese salary earner on average spend [illegible] per cent of his net salary on gifts intended for people outside the circle of his family and friends?

The second question raised at the Oxford workshop is also related to the problem of inter-cultural understanding. Japanese and British cultures are so different that the role of the interpreting intermediary is crucial. The Anglicized Frenchman or the Francophile Englishman is not such a rare beast. But the Westernized Japanese, and the Japanized Englishman have special problems of cultural acceptance. Of the two the westernized Japanese finds himself in the worse predicament. He may be regarded with suspicion in Japan; in Britain he is not what we expect when we see an Oriental face. This may explain why there are so few of them and why even those few are underutilized when Japan is being interpreted to Western audiences.

There must be more intermediaries—both people and books. Now [illegible] know many facts about Japan. Now is the time to start knowing Japan itself and the Japanese.

Children's literature

Realm of pseudo-reality

Roy Blatchford

Rose Red. By Marion Haywood.
Heinemann £2.10. 434 95814 X.
Nothing To Declare. By Dorothy Clewes.
Heinemann £2.10. 434 95813 1.
After The Raft Race. By Jean MacGibbon.
Heinemann £2.10. 434 95816 6.
Nine Days' Wonder. By Frederick Grice.
Oxford University Press £2.95. 19 271394 9.
Collision Course. By Nigel Hinton.
Oxford University Press £2.95. 19 271387 6.

If Jaques in *As You Like It* speaks for the Elizabethans, adolescence then received short shrift: from whining school-boy to sighing lover with naught between. Yet how many of Shakespeare's young players display the tiffs and jealousies, the insubstantial thoughts and wavering hearts, the flights of fancy and hot tempers that are characteristic of adolescents in contemporary fiction. Boy friends lost to best friends, a search for identity, first jobs, young ideals smashed, encounters with drugs and the Law, bikes and birds—this is the stuff of the Pyramid series, designed for teenagers who view reading for pleasure with an uneasy eye.

In *Rose Red*, Rose is the 16 year old with ideals. She wants to change if not the world, at least her housing estate—which means taking on local planners, police, parents and angry neighbours. She joins the local action group to the dismay (and horror when she is arrested for obstruction) of Mum, and sows the seeds of a stormy relationship with her ton-up boy Danny Malone. Her mind is on revolution, her heart tends to Danny, with cloying best friend April at odds with her freakish acquaintances of the group's advice centre.

The dialogue is bouncy and has a zestful conviction, the narrative at turns chatty and neatly observed, moving from encounter to emotional crisis as the tale unfurls. The odd cliché aside, Miss Haywood's eye for teenage ephemera is shrewd, and the humour never flags.

Nothing to Declare makes compulsive reading. Dave, fresh from the fifth form, facing the ugly prospect of a career in his Dad's office, searches desperately for an alternative. His passion for motors lands him a job — van driving between the ferry ports. But customs officers and police are soon on the trail in a story which builds to an exciting if unlikely climax with a cliff-top fight in the moonlight. Dorothy Clewes writes with a keen ear for dialogue which blends happily with straight storytelling. The girl interest is Jane whose ups and downs with Dave supply that other vital dimension for the teenager.

In a previous Pyramid book, *Jobs For The Girls*, Jean MacGibbon tells the story of a girl's working holiday in Devon which is to shape her life. *After The Raft Race* is an unusual medley of plots again set in Devon, although readers may be disappointed when they find the Raft Race as the climax with nothing to follow. Dad is in Exeter prison charged with assault and theft; somewhat improbably, Patty and mother uproot from London to settle on a caravan site in prettiest West Country. Anxious to hide the truth from neighbours, they assume new identities but Patty finds it difficult to make new friends under false pretences.

The central thread of her boy-friends' preparations for the down-river race is barely sufficient to sustain the action and the sub-plot surrounding her father's crime is poor support. There is little attempt to explore the characters and what there is glistens with cliché: Patty falls for Terry, the less handsome of the two boys—when he takes his glasses off he assuredly reveals lovely brown eyes. The dénouement is confused and hurried, the villain implausibly unmasked, and for Patty and Terry a fanciful "No words. No commitments. But an understanding".

Two books from OUP are cast in a different mould for a similar audience. "Keir was a clumsy, impulsive harum-scarum lad. He never seemed to know where the extremities of his body were"—from the opening lines of *Nine Days' Wonder* has a sureness and command that is often missing from the Pyramid writers. Two previous volumes from Frederick Grice trace a youngster's life in a mining community, and Keir's story focuses on May 1926—the General Strike.

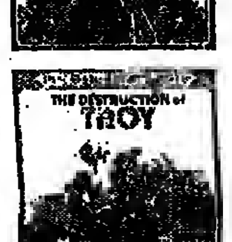
Keir is the working class lad escaped to the grammar school, but a village "bad'un" when at play. There is a wistful and reverent evocation of teacher eccentrics, and of a happy boyhood which is sharply snapped with the advent of the miners' shut-down. For his father there is defeat and capitulation to the mine owners; "but there was no sense of defeat on the face of his son. All he could see there was a pride in mastering a new world". Keir's awakening is sensitively drawn alongside a warm picture of people and community. Out of the hard physical battle in the coal-dust words, Mr Grice's characters come splendidly to life.

"All people moved through their lives thinking that they knew where they were going but they couldn't see what events were heading in their direction to alter their course or bring it to a sudden end". A ponderous and hollow maxim to heave a tale on, but Nigel Hinton's first novel spins out a motor-bike hit-and-run towards that conclusion from the central character and culprit Ray. An alert and well-paced narrative which has moments of vivid intensity as Ray's stream of consciousness is alternately haunted by guilt and lightened by a feeling of innocence.

Nonetheless it will need a hardened reader to stay the course; a reluctant adolescent needs stark and immediate images, spurts of action, and much more than this pseudo-reality mistakenly churned out as eminently suitable.

In Search of Lost Worlds

Great Adventures of the Vikings
John Guipel 0 263 06289 9
The book's first section describes recent discoveries of Viking remains, the second tells three gripping sagas about the fictional Halvardsson brothers, and the third outlines how Viking influence lingers on in parts of the world.


The Destruction of Troy
Robert Wilson 0 263 06290 2
This book covers the discovery of the treasure of the last king of ancient Troy and the grave of Agamemnon, Agamemnon's life and the events of the Trojan War, and finally how the Dorians conquered the Mycenaeans in the 13th century BC.

Mysteries of the Pharaohs
Robin May 0 263 06291 0
The first section describes the discovery of Tutankhamun's tomb. The second vividly evokes life in Middle Kingdom Egypt, and the third tells of the decline of Ancient Egypt at the hands of a succession of conquerors.

Lost City of the Incas
David Roberts 0 263 06292 9
The three sections of this book deal with Inca discoveries, Inca life through the eyes of a fictional character, and finally the bloody saga of Spanish conquest that brought the Inca Empire to an end.

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Paperbacks

Times and places

Michael Hurst

The Enlightenment, by Norman Hampson (Penguin 90p. 14 02 1004 0). As in his *A Social History of the French Revolution* so here Professor Hampson has tackled a diverse, indeed perverse and infuriatingly intractable subject with a markedly workmanlike and consistently context-fixing determination, light of touch and commendable in expression. What could so easily have become a series of well-meaning meanderings is in fact a coherent and sustained exercise setting out the principal developments in the Enlightenment, together with the consequent reactions and their overall significance. For those eager to comprehend the mainstreams of eighteenth-century European thought this volume is a truly fine starting point.

International Politics: Conflict and Harmony, by Joseph Frankel (Penguin 80p. 14 02 1525 5). International affairs tend all too often to be approached either from a piecemeal and essentially unanalytical viewpoint, or from that of the abstract model-making deducers zealous in the cause of the unreal. Here we have a sober and useful book with an inductive methodology, illustrating unfailingly from concrete events over the centuries and gradually unfolding the patterns of human behaviour involved in the keeping of or loss of the peace.

But more than that, the author offers us practical advice for the present problems of the Western states, and bids us be of good cheer in an often uncheerful world. For him the world is the oyster of the hopefully ingenious. He therefore bids us forward in a spirit of constructive optimism—an admonition well worth our notice.

Napoleon: For and Against, by Pieter Geyl (Penguin £3.75. 14 055 010 0). Anything under the imprimatur of Pieter Geyl is invariably of immense value. Apart from his specialized researches he has produced excellent comment on a number of highly central topics in numerous other fields—displaying without fail the grasp and expository power of a first class mind. While many new works have appeared over the past 27 years on the great Napoleon (notably the fairly recent Vincent Cronin biography), this collection of informed and penetrating assessments on the mainline historiography extant in 1949 has lost none of its initial worth. As an example of sheer historical expertise it scintillates; as a detailed study it commands deep admiration.

Nelson and His Captains by Ludovic Kennedy (Fontana £1.00. 00 633719 8). Taking as his theme one of the most stirring of our nation's experiences, the author touches us with the Nelson "touch". Marryat and Forester were all very well; yet the actual literal story of gallant feats in finer than fiction as Britannia's great sailors of the Napoleonic wars quested—and with glory and success to render the world safe for shopocracy.

As a straightforward account this book has much to commend it. The impact of personality on history is powerfully portrayed; likewise the effects of "esprit de corps". The profounder matters of technology and strategy have been less felicitously discussed. But what matter to the less expert reader, whose aim is to relish the sensation of Britannia ruling the waves and drubbing the French? Nostalgia smells not of science.

As proud as . . .

Penguin have recently published a clutch of books under the Peacock imprint. The publishers have chosen adult fiction (and in one case commissioned a novel) as well as non-fiction that they hope will appeal to 14 to 16-year-olds. These are intended not for reluctant readers but for those who "have reasonably mature reading skills . . . but will not have the experience and emotional range to cope with complicated adult books." The first list includes *Overkill* by John Cox (80p), *Bird Count* by Humphrey Dobinson and *Conservation Scene* by Geoffrey Young (75p each) all published simultaneously by Kestrel and, among the fiction, Margaret Drabble's *The Millstone* (50p), Turgenev's *First Love* (45p) and *Help!* (£1), specially written by Barbara Peterson. Two names already well known to older children also appear —Jane Gardam and John Gordon, with *The Summer After the Funeral* (55p) and *The Ghost on the Hill* (50p) respectively.

The list of 10 New Peacocks will be augmented throughout the year, and later this month a magazine, *The Peacock Patch*, will be available from Penguin.

Heather Neill

Among this week's contributors:

Roy Blatchford teaches English at Stockwell Manor comprehensive school.
Stuart Hood is Professor of film and television at the Royal College of Art.
Michael Hurst is at St John's College, Oxford.
James Keddie is at the David Livingstone Institute of Overseas Development Studies, Strathclyde University.
Brian Powell lectures in Japanese at Oxford.

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Poems in plenty

Poor Roy. By Roy Fuller.
Andre Deutsch £1.95. 233 96802 4.
Time's Delights. Chosen by Raymond Wilson.
Illustrated by Nicholas Bentley.
Beaver Books 60p. 600 37128 X.

In *Poor Roy*, his second volume of poems for children, Roy Fuller casts a wry glance back to his first volume published in 1972:

I wrote a book for girls and boys—
Seen Grandpa Lately?
I doubt if any child enjoys
It greatly.
("The Poet: His Public")

Fuller's sense of self-deprecation in action. But I must record that his earlier book, in fact, was very well thumbed in my classroom, even if a number of the poems were too dense for young children. *Poor Roy* removes this obstruction, and adds extra clarity and wit.

As always in Roy Fuller's work there is ample intelligence and a keen observation to be sampled. The poems, brief and pointed as they are, invariably hit a bull's eye or inner. They are possibly spin-offs from his main writing output, and he can be mechanical at times. This can be glimpsed in such poems as "Household Riddles" and "Meetings and Absences" where an idea has been worried into a number of variations.

Roy Fuller enjoys adding a touch of mystery to a common object; thus, in "In the Bathroom", a "blood-stained thing/Hairy . . ." turns out to be an elastoplast. This technique encourages the child to pursue the poem down the page, and offers him a smile at the end.

He also displays a liking for the eerie:

Up and down the staircase go
Characters from E. A. Poe.
("Literature or Dead of Night")

Now there's one couplet from an accomplished and immensely readable book of poems that I'll find myself repeating around school in the coming weeks.

Time's Delights is the straightforward title for a no-nonsense anthology from the new Beaver paperback imprint. Divided into seven sections (e.g.: "Whatever the weather", "All in a day"), the compiler has given himself elbow-room to include poems from a wide range of subject areas.

He's not much struck with contemporary poetry, and those living poets included are of the aged variety—R. S. Thomas, George Barker, Norman Nicholson. There's plenty of support from Milton, Shakespeare, Blake, and all those boys.

Meg Rutherford's pointillist illustrations add wonderfully to a well presented anthology. The poems are given ample space to breathe, and on reaching the end of the book I felt a definite sense of satisfaction arising from the compiler's careful choice of poems, and the high level of presentation and production.

Wes Magee

Form Photograph.
(75p 905291 05 0.)
Staff Photograph.
(75p 905291 06 9.)
Alphabet.
(90p 905291 07 7.)
All by Stanley Cook.
Available post free from Harry Chambers, 8 Cavendish Road, Heaton Mersey, Stockport, Cheshire SK4 3DN.

Far too often in school, poetry is just for the kids. A useful corrective to this imbalance is the work of Stanley Cook—himself a teacher and also an extremely deft poet. Not only are his neat verses sharply focused "photographs" of what we have all seen but never quite captured, but they might also serve as a useful stimulus to persuade teacher to attempt a little creative writing.

Do not worry too much about *Alphabet*, a series of 26 four line verses about the letters of the alphabet ("the first gods of literature"). These so-called concrete poems are a sort of development of the haiku form, clerihews that haven't quite gelled. The author tells us, "An immeasurable imaginative effort has gone into their creation." The poem about "I" is simply: "First person, a full developed/Self-isolating matchstick man;/All attention, but too big-headed/To amount to much in more ways then one." Enough said.

Stanley Cook is very much more telling when taking the "Form Photograph" (which first appeared in another edition five years ago). It is what the title says—a series of 30 snapshots, 30 typical third form schoolboys: "the boy left over from an alder brother who captured the first eleven and the school", "the form's best actor, who reads the part of Shylock with a Jewish accent", "the form's dumb blond", the boy who is average, the boy who is lazy (and illegitimate), the boy who fainted in biology and the "potential trouble maker", they are all present, all neatly framed.

If *Form Photograph* is presented with love and sympathy, *Staff Photograph* is mellowed only by pity. The nine-to-four man asks "What's wrong with your teaching that makes you need to put in overtime?" and many others lack heart for their teaching. It is a chilling picture—chilling because it is all too easy to fit faces we know to these archetypal bodies, sitting around the staffroom.

But these are good verses, thoughtful verses. *Form Photograph* will make an ideal present for your friends on the staff; and you might feel like buying *Staff Photograph* for anyone you think really should be reading the Administration (General) columns at the end of this paper.

David Self

The monsters in Deborah Niland's "ABC of Monsters" (Hodder and Stoughton £1.95) are found pursuing 26 alliterative activities—fighting frogs, slurping soup and teasing tigers among them. This is a witty book to be enjoyed by adults as well as toddlers.

Short story selection

The Pegasus Library 5 to 7
Doris Lessing.
Ambrose Bierce and Edgar Allan Poe.
Jack London and Henry Lawson.
Harrap £1.60 each.

Doris Lessing and the interesting pairings of Jack London with Henry Lawson, and Edgar Allan Poe with Ambrose Bierce, are the three latest additions in the Pegasus Library series of collections of short stories which has already presented Conrad, H. E. Bates, Katherine Mansfield and Ray Bradbury.

The stories come freshly, not, for the most part, having been used in the anthologies which commonly circulate. Each writer is well enough represented to convey his or her particular qualities and range of themes, and the series gives much-needed opportunity to engage more deeply with an individual writer than is offered by odd stories in mixed collections, or even a full-length novel.

Doris Lessing is a superb choice. From the subtleties of her sense impressions, through delicate interrelationships and tensions in families, between classes and colours, between humans and animals, she is likely to be exposing readers to a complexity that they are only on the edge of discovering, and perhaps a greater wholeness of vision than they have met with in any other contemporary writers, yet finally returning to the simplicities: the Non-Marrying Man, who goes to live in a native village in "a life that suited him, and a women with whom he lived in kindness", and the ordinary women in *England versus England* who, ignoring his words which seem mocking and which she does not understand, goes to Charlie with the comfort which she instinctively knows he needs.

Jack London and Henry Lawson are suitably linked for the similarity of their lives and themes. London's power to describe landscape and atmosphere and to create monumental characters such as Imber in *The League of the Old Men* and Margaret Henzo in *Samuel* (and, like Doris Lessing, to convey the evils of society with greater potency than politicians) is set alongside Lawson, the lesser of the two whose stories however sketch a similar tough and lonely environment which also throws up remarkable human beings and human behaviour.

The Poe and Bierce volume is particularly interesting in showing how conscious influence can make two writers, having an unusual resemblance in life and character, extraordinarily similar; and in establishing the connexion between these writers and *The Castle of Otranto* and *Wuthering Heights* on the one hand and some Hammer Films productions on the other.

Each book has sets of questions on the stories which can be used to stimulate thought, discussion or written work, and an introduction on the writers' lives and the literary influences involved which is simple enough to be understood by fourth years and informative enough for the first-year sixth form.

Some schools may feel that in between set books there is no opportunity to introduce these selections. If all were read and discussed, an enhanced understanding of literature's power to convey experience, some knowledge of literary links and influences, and some appreciation of the comparative quality of writers would be achieved; but every little dip into them is worthwhile.

Rachel Blake

I before E except after C . . . . and other tales

The secret truth about The Great Spelling Problem is that it does not really exist. Most children can spell reasonably well. The problem is the teacher's; what should he do with the majority while he copes with the individual problems of the few?

Encouraged by educational publishers who find it good husbandry to ignore what Bullock told us (and what we knew all along)—namely, that "Spelling needs to be taught according to a carefully worked out policy, which should be based upon the needs and purposes of the pupils' own writing, not upon lists of words without context"—teachers do tend to use lists of words without context in the hope of solving The Great Spelling Problem.

Now on offer are a handful of new slender booklets, each presumably aimed at a wide market and each suitable for a fairly small number of users. Spellaway Three, by S. A. Stagg (Schofield and Sims 27p, 7217 0282 1), the third and last of its series, is a series of word games and puzzles (based on molecular theory, transistor wiring diagrams, morse, semaphore and "Anagremese") and is particularly suitable for highly gifted older juniors whose spelling is infallible and whom you wish to bemuse for half an hour.

A much better book, but one aimed at nearly as small a target area is Spelling for Success, by R. R. Painter (Cassell, Book 2 60p 304 29231 1; Teacher's Book 2 £1.45, 304 29232 X; Book 1 published 1974). It provides help for those students on commercial English courses who are having trouble with prefixes and suffixes.

Sound Dictionary, by Joy Crawshaw (75p from Willow Publications, PO Box 55, York) is a series of lists of words, grouped according to their sounds and is described as "An aid to spelling from sounds within the word".

It is a relief to turn to two books of much wider application. Learn to Spell, by W. D. Wright (Nisbet 60p, 7202 0930 7) is based on the fact that English spelling is not totally unpredictable. It teaches the basic principles first and then mentions exceptions and variations. A copy should be on the reference shelf of every upper junior and lower secondary classroom.

Words Around You: Where You Live, by Kenneth Agar (Cassell, 60p, 304 29618 X) is the first in a series of four books designed not so much to improve spelling as to extend vocabulary. Well illustrated and attractively presented, it would serve as an excellent basis for language work in the middle school—acting both as a reference book and as a stimulus for project work.

Perhaps the answer is to build up a collection of about 50 different "spelling books", and then hope you can remember which one might be of some help to an individual pupil when he is confronted with a particular problem; but (and this is the bad news for the educational publishers) there is not really one formula which will cure all spelling problems, real or imagined.

D.S.

A good yarn

The Poison Ladies and Other Stories. By H. E. Bates.
90p. 08 020546 1.
The Bees Have Stopped Working and Other Stories. By Bill Naughton.
80p. 20547 X.
Down to the Bone. By Alan Sillitoe.
80p. 019799 X.
Boy in Darkness. By Mervyn Peake.
60p. 019798 1.
Wheaton (Literature for Life Series).

Children capable of adult insights but lacking the vocabulary and stamina necessary for a total plunge into adult literature often appreciate good contemporary short stories. For an interesting story line they will tolerate and even enjoy details of characterization and background description. The "Literature for Life" series seems to be aimed at these readers.

H. E. Bates leads into a land of cowslips and harvest moons, but teenagers could find it rather irksome to be offered an frequently the perspective of very young children pondering on ancient relatives called Great Uncle Crow and Aunt Prunes, or running from imaginary witches. They would appreciate better "The Queen of Spain Fritillary" in which a cocky 17-year-old relieves her boredom by allowing a man of 60 whom she finds ludicrous to pay court to her. Several stories which rely on slight incidents inflated by purple prose would be dismissed as dull.

The 10 stories of Bill Naughton have more immediate appeal. Both humour and novelty characterize the title story in which a couple of far from cherubic choir boys inebriate themselves illegitimately with home-made bee wine. The same humour, percolating through stories of rigged wrestling and petty crookery, is at its sharpest in "Seeing a Beauty Queen Home" in which a dance hall smart Alec receives an unexpected brush-off. Naughton's stories are craftsmen-like and many bounce to a cheerful ending—an important consideration for some young readers who find successive encounters with tragedy either distressing or tedious.

The Alan Sillitoe collection is disappointing. Despite the title *Down to the Bone* the stories lack poignancy, less on account of subject matter than of treatment. "Enoch's Two Letters", a potentially unsettling story about a small child abandoned when both parents decide independently to leave home on the same day, is predictable without being convincing. "Chicken" extends to the point of the absurd the old folk-tale about the decapitated hen that refuses to die.

The edgy first love relationship between a girl of 15 and a boy two years older is depicted more successfully, but most of the stories suffer from over-simplification of both character and issues. More than adequately represented is that "virile" oath-laden language which has so become a hall-mark of Sillitoe's style as to have inspired an excellent recent parody by Malcolm Bradbury.

Mervyn Peake's *Boy in Darkness* is a single fantasy that some will find compulsive reading. A boy of 14 longs to break free from a circumscribed life of ritual to find adventure. Impelled by hounds with acid-yellow eyes, he enters a frightening land where he is captured by two grotesque creatures, Goat and Hyena. He is offered to their master before whom they cringo, the blind and diabolical Lamb. With desperate resourcefulness the Boy forestalls the warping of his own body and soul by annihilating the Lamb. It is a tale with disturbing religious overtones, some grim humour and a highly charged atmosphere.

The series, for all its bits and misses, is sufficiently promising for further developments to be awaited with interest.

Lesley Wood

Learning to learn

ALUN BUTLER reviews the Schools Council Careers Education and Guidance Project

Schools Council Careers Education and Guidance Project.
Published by Longman.
Work: Part 1—the Foundation Course (designed for 3rd year use)
Framework is the pupils' material consisting of eight editions of a newspaper, each sold in packs of ten copies and costing about £1.00 per pack.
Longman Group Ltd, Longman House, Burnt Mill, Harlow, Essex, CM20 2JE.
2 Framework Teaching Guide, price approx. £3.50.
3 Box of spirit masters, price approx. £10.00. Available from May, 1977.

There appear to be two approaches to careers education in secondary schools at the moment. The first is making a specific decision about a job or career, to which more and more space is being given over on the timetable, either as an appendage to or as an integral part of the curriculum.

The second approach sees careers education from a broader, philosophical standpoint which seeks to influence the whole curriculum and includes all the learning which is produced in different ways by the school inside or outside. It aims to help each individual consider his own vocation and sense of purpose.

In the present employment situation, to assume that careers guidance is only concerned with helping people find a satisfying and suitable job is naive. It has also to help people make decisions about the kind of satisfaction they want from the leisure, domestic and vocational aspects of their lives.

Not surprisingly, the purpose of education and the role of careers education within the secondary school curriculum is receiving increasing attention in the Great Debate. In view of the dearth of materials which support this broader approach to careers education, the publication of the Schools Council careers education and guidance project third year materials is particularly welcome.

The project was set up in 1971 to develop classroom materials which will help children obtain a realistic foretaste of the sort of experiences and problems they will face in working life. The foundation course for third year pupils is based on a newspaper called *Framework* which will be published shortly. Fourth and fifth year materials are currently being revised and sixth year materials are undergoing trials. The project will close in August, 1977.

The foundation course is designed to encourage children to understand themselves. It helps them to assess their strengths, weaknesses, interests, skills and values. It brings the world of work into the classroom and underlines the links between work in school and life after school, and helps children understand more about their relationships with others. Throughout the course, opportunities are provided for children to practise making decisions.

Each issue of the newspaper deals with two lesson units from the foundation course. All parts of it, from front page story to classified advertisements, can be used as a start for a lesson unit. Not everyone will want to use each exercise: the advantage of the newspaper format is its adaptability and flexibility, children from different social backgrounds with different abilities and interests will find enough stimulating material. Imaginative teachers will adapt it to local needs.

The methods described in the teachers' notes are based on open-ended inquiries by the pupils themselves. The course centres, appropriately, on involvement rather than instruction and makes extensive use of simulation, role-play and group discussions.

"Jo's Place" from *Framework* is an exercise which encourages pupils to think of any mysterious neighbours they may have. They speculate together on the jobs and lives each could have. The object is to make them aware of the jobs people do and the daily routine and life-styles associated with them.

Framework Five examines some of the problems of a typical community, how those are related to the world of work and the various ways in which individual and collective action can bring about change. It also looks at the calls made on someone's time and how he might work out priorities that fulfil his personal and social needs.

"Man on a Ledge", in *Framework Four* is an exercise in communication. It shows the link between careers education and the Schools Council programme in linguistics and English teaching (published under the title *Language in Use*). It explores relationships with others and the consequences of decisions, sharing the approach to the *Lifeline* materials in the Moral Education Project.

The Thiston by-pass exercise is designed to get pupils thinking about the social effects of such a development, and is similar in approach to the geography and the young school leaver project *Man, Land and Leisure*.

Framework is more than a series of lessons or an interesting newspaper for 13/14-year-olds. Its approach to individuals and their role in society is dynamic, involving everyone who can help children with their careers education.

It may be idealistic to expect every subject teacher to relate his specialization to its vocational implications. The integration of related subjects is however both desirable and feasible, and depends primarily on the coordinating skills of the careers teacher. *Language in Use*, *Lifeline*, *Geography and the Young School Leaver* and *Framework* would make a useful starting point and help schools to achieve integration rather than aggregation.

Teachers who used *Framework* in its trial stages experienced problems over the style of the material and the expectations of parents and pupils. Not concerned with disseminating occupational information, pupils found the materials interesting, but, disappointingly, "nothing to do with jobs". This is inevitable if a decision about a career is thought of as getting a good job with prospects, rather than as the progression into and through the world of work.

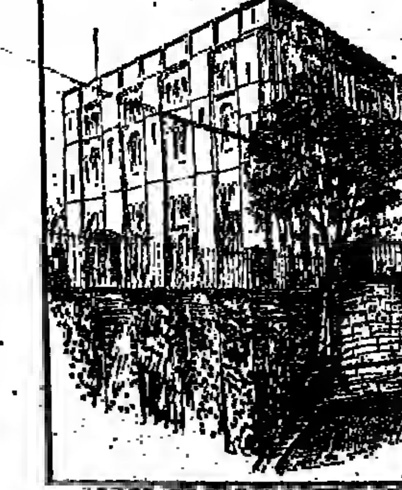
In contemporary society change is a constant factor. Careers education should be concerned with helping students to be flexible and also to appreciate the contribution they can make themselves to influence society. The message of economic, social and technical change for the curriculum is that task-skill training is not relevant when and if skills rapidly become obsolescent. Learning to learn is more relevant than the acquisition of facts or skills.

The approach to careers education embodied in *Framework* aims to help students develop a meaningful relationship between the perspective they have of themselves and society and to relate this to their own actions.

Norwich trail

The Norfolk Association of Architects have produced an illustrated poster which outlines a town trail of Norwich. The route is two miles long and takes in a number of the city's most interesting buildings. These include the Friary, which was given to the city in 1583 at the dissolution of the monasteries; Gurney Court, the birthplace of the prison reformer Elizabeth Fry; and the Georgian Assembly House.

The poster costs 30p and is available from Communication Counsel Ltd, 63 Caernarvon Road, Norwich NR2 3HY. There is a discount for orders of over 20 copies. A quarterly broadsheet on Norfolk is also produced by the NAA.



The Bard's Royalty

Richard III

Shakespearean Kings
Pictorial Charts Educational Trust,
27 Kirchen Road, London W13 0UD.

Shakespearean Kings (there were not many queens about then) is a wall chart which successfully sorts out the Royals and Nobles in Shakespeare's history plays and makes clear who married whom, when and sometimes why. Symbols show in which plays they all appear, and different colours indicate the various lines of descent. It is really rather like the London Underground map: "Change at Henry V for the Houses of Lancaster and Tudor."

The chart comes with accompanying notes and deserves a place in any classroom where one of the histories is being studied.

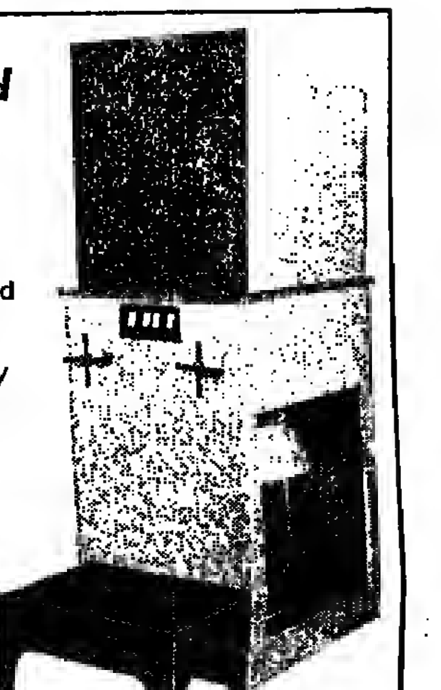
Algorithm for copy culprits

by Owen Surridge

Copyright Clearance: a practical guide
by Geoffrey Crabb
Council of Educational Technology, distributed by Councils and Education Press Ltd, 10 Queen Anne Street, London W1M 9LD. £2.25.
Photocopying and the Law
British Copyright Council, distributed by Industrial Artists, 12 Carlton House Terrace, London SW1. 30p.

Copyright law has been subject to a great deal of misunderstanding and teachers could make genuine mistakes. With the publication of *Copyright Clearance*, that excuse disappears. It is a concise, clear handbook made up of notes written around an algorithm which offers straight answers to most of the questions that must occur to any thoughtful person wishing to make use of another's work.

It also throws light on some popular misconceptions: that the general lenient attitude to educational copying of text applies only to primary and secondary schools, for example, and that teachers are expected to make only one copy, not one for every pupil; that copyright extends not only from an author's death but also from the first publication date of the work in question, which may have appeared posthumously.



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Stargazing into the celestial sphere

FRANCES HILL visits a school with a telescope on its roof

Astronomy has long fascinated both adults and children. With the discovery of such mind-boggling phenomena as pulsars, quasars and black holes, and the growing feeling in the scientific air that a radical breakthrough may be made before long, perhaps fitting all these concepts into one grand new theory of space, time and matter, the subject has become still more compelling.

Not surprisingly, increasing attention is being given to the subject in schools, with a growth in astronomy clubs and courses leading to O level.

But astronomy as a subject has one great practical drawback. Learning astronomy without studying the night sky through at least a pair of binoculars is like learning biology without ever dissecting, or even taking a good look at, an animal. But whereas frogs can be brought into the classroom at any convenient moment, the planets and stars are not so accessible, appearing clearly only in good weather at inconvenient hours, through instruments which can be expensive.

At St Clement Danes, in West London—a grammar school which is combining with Burlington Girls' School to become a comprehensive next year—determination on the part of one of the science masters, some young astronomy enthusiasts and the parents' association has resulted in unusual facilities for practical astronomy—an 8½in reflector telescope mounted in a six-sided revolving kiosk on the school roof.

The telescope is a Newtonian Reflector with electric as well as manual drive, capable of tracking stars automatically. The kiosk consists of several redundant classroom partitions, skilfully redeployed by a group of enthusiastic parents with the help of the school's technical studies and science departments.

The telescope's reflector may seem modest compared with the 82in one at the Royal Observatory at Hurstmonceaux or the 200in one at Mount Palomar, but it is more than adequate by ordinary school standards. It is powerful enough to show Jupiter's moons, the banding on Jupiter's atmosphere and Saturn's rings, all very clearly. "There isn't a school with a better telescope than we have", says Mr M. A. Cardwell, the science teacher who founded the astronomy club.

The telescope was paid for by the school's parents' association. It cost £250. It was installed in 1973, two years after Mr Cardwell, who is himself studying for an MSc in astro-physics, started the school's first astronomy course.

The course sprang from a request by a group of fourth-formers for more advanced work in physics. Mr Cardwell asked the group whether they would be interested in doing astronomy, and 25 said they would. As a result lessons started one evening a week after school, with observation of the night sky, when possible, with binoculars and boys' telescopes.

It was quickly discovered that 25 was too many at once for observation. It proved impossible, Mr Cardwell says, to keep everyone interested all the time in a group of that size. Since 1972 the astronomy club has usually been limited to eight or nine. In June 1973, soon after the parents' association donated the telescope, pupils on the course took the astronomy O level examination for the first time.

At present ten fourth formers and a few boys from other years belong to the astronomy club and attend the weekly 90-minute lesson held at 3.30 on Tuesdays. Their O level syllabus includes the study of the solar system and galaxies, the sun, the electro-magnetic spectrum, "time and the celestial sphere" and the practical study of telescopes.

Such exotic phenomena as quasars and black holes are dealt with only briefly for O level purposes, but causes so much interest that "sometimes the theory lesson degenerates into a discussion" of the latest astronomical discoveries reported in the papers.

Mr Cardwell's extensive collection of slides—some taken by himself, some bought from educational suppliers, a few provided by NASA, the American space agency—supplement direct observation in building up a picture of the universe. An occasional film is borrowed from the Inner London Education Authority film library, and visits are paid to the planetarium at Greenwich, which is more suitable than the Baker Street one for school groups, Mr Cardwell believes, since it does not have to provide so intensively for the tourist trade.

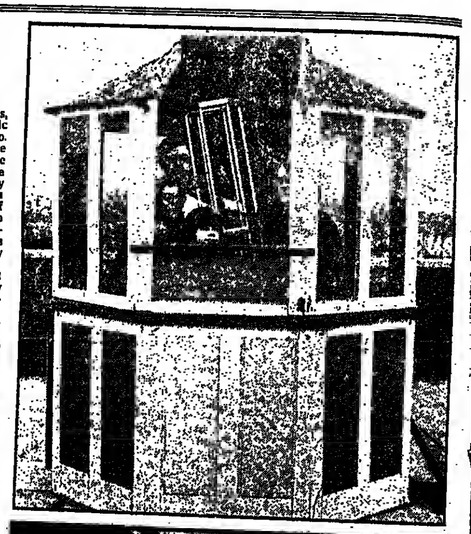
Unfortunately, the need for these visits is greater than it might be because of limitations placed on the use of the telescope. There are only 30 or 40 nights in the year when viewing conditions are good, and of these only about a dozen tend to fall on week-day nights in the term-time. Perfect viewing conditions often seem to occur on a Saturday or Sunday.

It does not help, either, that arrangements for viewing can only ever be made at short notice, because of the weather. Mr Cardwell and the boys, often have other commitments when a clear night seems likely. Two of the astronomy club members belong to the Scouts, and another has weekly bell-ringing practice.

On top of these difficulties there is that of the glow in the sky because of the street lights in Du Cane Road, on which the school is located. Even on the best viewing nights it is impossible to see much more of the stars than the major constellations. The Milky Way is invisible. This is, of course, a problem throughout London. Out in the country, in clear weather, the whole sky is densely packed with stars to every horizon.

Mr Cardwell is keen to overcome some of these difficulties to make fuller, and better, use of the telescope. He has arranged to take three or four of the boys on the course, with the telescope, to a friend's cottage in Berkshire, to spend a whole night observing the sky. He will also set the telescope's camera on the pole star to obtain star tracks. The expedition is planned for the first free weekend in April. If the venture is successful it may become a regular feature of the astronomy course.

For school astronomy, Mr Cardwell points out, a radio telescope is indeed as far can be used in the daytime. Perhaps some day St Clement Danes will acquire one. (Despite the accompanying photograph, it is dangerous to look through an optical telescope in daylight, especially when the sun is out.) Meanwhile, the astronomy club hopes for plenty of fine, clear nights during the spring when they can make the greatest possible use of the telescope they have now.



Above: the school's six-sided revolving roof-top kiosk in which the Newtonian reflector telescope (below) is mounted.

Live & Learn

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The BBC's *On The Move* was launched for two million illiterate or semi-literate people. Referrals to literacy centres over the past 18 months have highlighted a further serious number who, though able to read, are completely unable to write because of severe spelling difficulties.

Another problem has been the total lack of suitable books and materials, a situation Collins and Cassell (among the established publishing houses) have begun to remedy with a proliferation of reading matter, some of it indifferent, much remarkably successful.

At the very early stages, teachers still rely heavily on their own inventiveness to produce home-made aids, or on the highly-motivated adult who does not feel his self-respect undermined by ploughing through dreary *Janet and John*.

From a reading age of six to eight, Cassell's Disco Books can take up the story. Jean Tate has emerged as the most inventive author in the field, and Disco Pack contains 32 workcards to develop basic reading, comprehension and writing skills based around her titles.

There are four cards for each of eight books first published in 1973. *Big Pig, Tom's Tip, The Day I Got The Sack* and *The Girl in the Wind-Hood* came as one set, and the second included *Supermarket, Green Day Off*, and *Moped*. The subjects of the stories are ideal for the young adult and the accompanying illustrations suffice.

The workcards develop along predictable lines: listing words, which appear in the text, in alphabetical order; supplying the missing letter; completing lists of opposites, comparatives and superlatives; writing a letter as an extension of the tale; describing and labelling line-drawings on similar topics.

The cards are sturdily laminated with long-lasting rounded edges, but there are some serious faults. The line-drawings, which are an integral part of the language development, are indistinct and occasionally poorly-executed. The crosswords, while typographically exciting, can cause confusion.

The most frustrating errors lie in the half-hearted efforts to provide the student with his own answer-sheet. This appears inside down at the bottom of each card but, apart from several printing mistakes which destroy confidence, they are incomplete.

The author would have done more to reinforce language skills with a more comprehensive breakdown of answers and, where appropriate, the use of sentences rather than phrases for the student to copy.

This material has taken a long time to produce. Literacy tutors with any awareness will already have devised comparable exercises to sustain student interest and find these exercises redundant. For the less discouraged and hard-pressed, they will still be welcome.

Human life in embryonic form

Joan Godly

Development of the Foetus
35mm filmstrip £3.95, also available as a slide set £5.95 or £7.50.
Cassette £3.50. Notes 50p. Camera Talks Ltd., 31, North Row, Park Lane, London W1.

The first three frames of the 24 in this filmstrip show the surface of an ovary with a ripe follicle, an ovum and spermatozoa. Subsequent frames cover the development of the human foetus to full term, the penultimate one showing the head of the baby being bore and the last frame the mother and her new baby.

The pictures are of very high quality and as a collection show significant stages in development. The detail is good. Blood vessels and finger nails can be seen and the close-ups are particularly useful here.

It is a pity that the accompanying anonymous notes are so poor. There is confusion for the use of the terms "ovum" and "egg": In frame 2: "The ovum, or egg at 2/10mm is the largest cell in the organic structure" but in frame 7: "This shows the egg containing the embryo (which is 40,000 times larger than the egg from which it originated."

The wording for frame 8, possibly the worst, includes such phrases as "The liver just produces red globules at this stage" and "so arterial and vegal network". This note concludes with: "The heart is also responsible for the interchange of blood between the embryo and placenta, through the vessels in the umbilical cord, clearly seen here, such as nose, mouth and ears, begin to take shape, and fingers start to appear."

The value of accurate, informative notes, worded in clear English can hardly be overestimated. This is particularly true for a topic such as this which is so likely to provoke questions and discussion, and which is studied by many different types of classes with teachers who are not necessarily specialists in human embryology. The usefulness of these notes is limited to giving the size and age of the stages shown.

While younger children may find the inevitable changes of scale confusing, the strip could be used for a range of teaching levels, the depth of treatment of the topic being left to the discretion of the teacher and the interest of the class.

The pictures could well stimulate discussion of, perhaps, the reasons for the differences in maturation time of the various structures shown, or the problems confronting the newly born baby or living outside its mother as compared with inside during development. The strip offers many possibilities and would be a helpful addition to courses on human reproduction.

TALKBACK

Threatened alternative

Peter Newell

The alternative school movement is in danger of recreating into the artificial world of academic discussion and theoretical argument. One of its longest-surviving exponents, the White Lion Street Free School in Islington, North London, will have to close this summer unless the Inner London Education Authority grant-aid it.

We see the relevance of places like the free school in terms of their capacity to change the mainstream education system in the direction of the needs of its consumers. That change is not going to come through isolation, but close contact and cooperation with those working in and around the system.

We have fostered that sort of contact and cooperation, which is why not only our local community, but local schools and other ILEA institutions, social and welfare workers, trainers of teachers and students (and national and even international educationists) have signed a petition urging the authority to support us.

In the five years since we opened we have been telling the authority that our legal status as independent school is no reflection of our attitudes, but is inescapable until they substantially grant-aid us. There are plenty of sections in the flexible 1944 Education Act that would allow them to do so without stifling our experimental characteristics. Alternatively, they could fund us as a voluntary organization, as Islington Council does. We are asking for no more than the unit cost of educating the same children in maintained primary and secondary schools (and we do have many children who had indicated in one way or another truancy, disruption, etc) that they would not accept the education offered in local schools).

Alf (a parent with two children in the free school since it started in 1972): "The children come here. I think that should be enough if I wanted them to go anywhere else they wouldn't go—they like it here."

Why is it not enough to convince the authority they should pay for it? We have heard a lot of reasons—some based on wrong information or misconceptions—that our teacher-child ratio is unrealistic, that local schools regard us as some kind of threat, that the authority has no legal powers to fund us.

We suspect the main reason has a firmer ideological base. Those who have spent their energies on removing selection and building up comprehensive schools see no place for "alternatives". This is not to say we regret the ending of selection, or the passing of the voluntary aided grammar schools. But we see a danger in a centralized bureaucracy creating a unified school system and strictly limiting the development of new structures, when there is no consensus over the aims of education.

Surely there is a case for authorities spending more money on developments involving children and families in areas of proven social and educational difficulty, which have the support of their local community, and are no more expensive in terms of money or manpower than conventional schooling? Our aims (more or less logically translated into practice) are more or less identical to the long-term aims for schools identified by the ILEA in reports such as *An education service for the whole community*.

Some "alternatives" have been so pressed for funds that their ideology and practice have never had the opportunity to develop beyond a fight for survival. We have been lucky. Almost from the start, Islington agreed to fund our under-fives and community activities (about a third of our total budget). Various trusts (chiefly Watts, Calouste Gulbenkian and City Parochial Foundations) have given us grants. The ILEA has so far limited its aid to school meals and youth activities.

This comparative security has forced us in some to terms with the realities of working as adults in a non-hierarchical and cooperative way, sharing cooking, cleaning, accounting and administration, as well as teaching.

This way of working is of increasing appeal in many institutional schools. We only pay ourselves £20 a week, yet we had more than 60 replies to one advertisement for a new worker (before the current teacher unemployment scares)—including several from heads of departments in large comprehensives. "You may have just the job I am looking for, as I have reached screaming pitch with the present education system", one wrote.

Our way of working helps to encourage non-professionals to become fully involved in education—both as learners and teachers. A young parent who has had two children in the school from the start became increasingly involved in helping, particularly with the older ones. As she had become a full-time worker we decided she should be paid as one.

Sharing other work roles enables us to work in much smaller groups with the 50 children. This is the key to building an individual curriculum genuinely based on a child's needs. Frequent outings and use of community resources also become easier in small groups. Some involve long-term planning—visitors are surprised to find that we spend a great deal of time meeting and curriculum planning: non-compulsory learning does not imply a lack of either structures or planning. Others can happen in response to a sudden interest or local event (blackberry picking; the picket at the Trico factory; an urban farm; a building site; the Old Bailey).

Our weekly meeting, with its open agenda and free discussion, has not confirmed anyone's fears of the results of children's full participation in more or less all areas of decision-making. Calling and organizing a meeting and making articulate contributions seem to us to be basic skills of the same level of importance as literacy and numeracy. Talking—positively encouraged by the structure of many schools—happens all the time.

We have no compulsory learning activities in the school, but that seems insignificant. The questions we have to ask ourselves are about the degree of encouragement of children which is compatible with confidence building, and with not limiting their autonomy and so their learning.

The Great Debate must be widened to ask questions about aims, and about the sort of institutional structures which foster different aims. It is in the context of that sort of debate that we believe our survival is significant—as a working model of an alternative, cooperative structure designed to encourage autonomy within a community, and to provide basic educational and social services for more of its members.

Descriptions of White Lion Street Free School's development are available in bulletins 2, 3 and 4, available from the school at 57 White Lion Street, London N1. The school welcomes visitors more or less every Tuesday night, from 7 to 9 pm. Peter Newell is a worker at the school.

Sally Greenhill

Sharing work roles in the Free School allows for a good child/adult ratio.

Back to planning

Ann Moore

At Easter my son starts school, and I am viewing the event with growing dread: not just because I am his mother, but because I have been a teacher. I have inside knowledge of my own inadequacies and sins of omission, as well as those of the system in general. This knowledge is turning me cold.

In spite of the importance attributed by educationists to the individual, theory and practice are so often poles apart. While teachers may aim to create an atmosphere in which children can develop according to their own needs and abilities, in reality they are in danger of having their aims and ideals crushed by the enormous pressures exerted upon them.

After a day spent struggling to survive the continuous battle of one against 30, the evening is taken up with marking work and planning the next day's lessons—in itself a full-time job. And when you collapse in a heap in front of the television, you are plagued by the worry that you have failed to attack the ever-growing pile of educational reports, inquiries and research projects.

So you close your eyes and pretend they are not there—only to find that not only do they not go away, but they grow and multiply like Triffids—until suddenly they have taken over and everybody else has lost confidence upon the interdisciplinary, multi-media, pupil-centred, mixed ability, bandwagon—while you are still trying to get hold of a tape recorder.

So you make time. You read the latest gospel, evaluate it, apply it to your own teaching, devise your own courses, produce your own material, even set your own public exam—all over and above your work in the classroom. In this freedom, you wonder weakly, or slavery? As term progresses, you become increasingly exhausted, harassed and depressed by the sheer weight of work. In spite of your noble aims, you fall to see the trees for the wood, and the much exalted individual pupil merges slowly and inexorably into the mass, to be damned henceforth as one of "that horrible lot in 3C".

It is time teachers acknowledged that this fashionable do-it-yourself trend does not necessarily work in the best interests of the pupils. Not only does it lead to increased teacher stress, but also to an inefficient use of manpower. The tendency for teachers to think themselves out of date and unimaginative if they are not dreaming up work individually tailored to their pupils' needs has resulted in an unnecessary and debilitating fragmentation in the education service, where there are "as many opinions as there are men".

Some of these opinions are excellent, some can be very silly indeed. Like the young teacher of English who claimed that once his class had settled down to work, he regularly sent them out of the room to come in again: not as a punishment for disorderly conduct, but because English is communication, and communication is taking place even while a class is getting inside the classroom, and he wanted to see them communicating.

I do not want my child shuffling in and out of classrooms at the whim of a teacher. I do not want him to drift through his school years only half noticed by overworked teachers. I want a definite move towards centralization in education, for as parents, although we are not consulted, we are still paying for it. We need a common sense policy, avoiding the pitfalls of a rigidly prescribed curriculum and the absence of coherent overall planning. We must not stifle teacher initiative, but free teachers from the excessive physical and mental stresses under which they work. We must not allow parents to dictate what goes on in schools, but free them from the anxiety that their children are being used as guinea pigs in educational experiments of questionable value.

Only in this way shall we enable teachers to devote their energies to the vital work inside the classroom, and parents to rid themselves of the depressing conviction that all roads lead to Tyndale.

Ann Moore is a former secondary school teacher.

Teaching practice

D. William Blades

Teaching practice can be as traumatic for teachers and children as for students. To teachers it is a mixed blessing, offering the opportunity to spend some extra time with children who need it, but also the possibility that a well organized, sensible class will be reduced to a state of chaos.

Colleges have sensibly adopted the methods of sending the students into schools on a scouting expedition for a day a week in the term prior to their assignment, and this gives teachers the chance to demonstrate their methods to students, and enables students to absorb some of the atmosphere. Even this does not protect the school from the student who insists on adopting a style of teaching opposed to that practised in the school.

Modern primary schools do not offer the student much opportunity to indulge in the well-rounded lesson which we older teachers produced for our tutors. Where can the student display the mastery of pedagogic technique, the well-aimed question, the modulation of the voice to prevent the class dropping off, the carefully planned written work, the neat recapitulation of the new information?

Nowadays students must display a capacity to organise which often taxes experienced teachers. They must be able to be mathematician, English critic, historian and naturalist by turns, as well as being enough of a disciplinarian to prevent chaos, becoming riot.

To occupy 36 eager nine-year-olds in a primary class where assignment cards are used requires a daunting amount of material, which students cannot produce in the few weeks available. In our school we try to compromise by suggesting students select a theme in English, mathematics, science and history or geography, and concentrate on producing work cards and other teaching material using the class teachers assignment cards as back-up material. Inevitably students find it difficult to hit the correct level in their work cards, but the weekly visits help to obviate this.

Usually students are able to display to their tutors the results of their own work cards, and this generally satisfies the tutors. I have known one student who rejected the suggestions of the class teacher that he should not rely on the teacher's assignment cards but should produce some of his own. Unfortunately, it was not until the teacher took his cards home to "revise" them that the student saw what was required.

If the class is already well organized to work in groups or as individuals, the student should find little difficulty in carrying on as before. Of course the student must accept that now six-year-olds soon see that the new teacher has not as much authority as the other teachers, but students must tackle the problem by displaying calmness and good humour.

One student we had was excellent to every way—intelligent, imaginative and thoughtful. She planned her work carefully, giving the children stimulating material to study. But when the moment for tidying-up came, her calm exterior was stripped away and she dissolved into a helpless lady. The children saw her anxiety and played upon it, displaying so amazing streak of cruelty.

Happily most students do not get into this situation. Most of them are eager to accept advice from the class teacher, both on what they teach and how to do it. I have not met a college tutor who complained about children in a primary classroom pursuing a variety of activities at the same time.

Most are only too pleased to find a school where this happens. None has ever found much difficulty in assessing students' ability in these circumstances, although occasionally we have gathered that the tutor seemed as a last resort asked for advice.

Teaching practice is an artificial form of training, but it is difficult to see what could replace it. With friendliness from the teachers, cooperation from the students and forbearance from the children, its demoralizing effects can be mitigated.

D. William Blades is deputy head teacher, Raynville Primary School, Leeds.

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NORFOLK
COUNTY COUNCIL
Education Committee

HEAD
required for
DEREHAM TOFTWOOD MIDDLE SCHOOL
(Group 5)
RE-ADVERTISEMENT

HEAD
required for
CLARKSON FIRST SCHOOL, Norwich
(Group 5)

Application forms and further details ONLY by sending a stamped, addressed foolscap envelope to County Education Officer, County Hall, Norwich NR1 2DL. Closing date 4th April. Removal expenses payable in accordance with the Authority's scheme.

DEPUTY HEAD
required for
MAGDALEN GATES FIRST SCHOOL, Norwich
(Group 4)

Application forms and further details can ONLY be obtained by sending a stamped, addressed foolscap envelope to Area Education Officer, Gladstone House, St. Giles, Norwich NR2 1LQ. Closing date 4th April, 1977. Removal expenses payable in accordance with the Authority's scheme.

Nursery Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
ARLESEY NURSERY SCHOOL
Arlesey, Beds.
(Group 3)
From September, 1977, if possible. Applications are invited for the HEADSHIP of this new purpose-built 60 place Nursery School due for completion in September, 1977.
Application form and further particulars obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford. Closing date 28th March, 1977.

NEWHAM
(London Borough of)
WELLSTEAD NURSERY SCHOOL
Wellstead Road,
London, E.6
(80 places, 160 part-time possible maximum)
This new Group 2 school is due to open in the Autumn term, 1977, and a HEAD TEACHER is required from that time.
It is essential that applicants for this post should have had teaching experience in either a nursery school or class.
Previous applicants need not re-apply.
Burnham Scale plus London Allowance £402 plus annual supplement £312.
Application forms may be obtained from the undersigned and should be returned by 28th March, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
THURLEIGH C.P. SCHOOL
Thurleigh, Bedford
Required as soon as possible NURSERY TEACHER for a new unit opening in April, 1977. Scale 1.
Application form and further particulars available from the Headmistress at the school. Stamped addressed envelope please.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ST. MONICA'S R.C. COMBINED SCHOOL
(Group 5)
Neath Hill, Milton Keynes
Applications are invited for September, 1977, from suitably qualified and enthusiastic practising Roman Catholic TEACHERS for a NURSERY POST in this new purpose-built nursery unit, offering interesting and exciting prospects. Scale 2 post available for suitably experienced teacher. The school, which is currently under construction, is of interesting design, and is due to open in September, 1977, with fairly small numbers on roll.
The Development Corporation is making a number of houses available for rent to teachers appointed to schools within the designated area of the new city of Milton Keynes. Subject to the County Council's regulations, removal expenses up to £150 and board and lodging allowances will be payable.
Application forms and further details obtainable from the Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a stamped addressed foolscap envelope.

LEICESTERSHIRE
HERRICK INFANT SCHOOL,
Lockerbie Avenue, Leicester
Required April, qualified NURSERY ASSISTANT (NNEB) to be in charge of a nursery class. Must have at least two years' qualified experience and have attended an NNEB refresher course.
Further details from the Head.
Apply immediately (in writing) with full particulars and the names and addresses of two referees (stamped addressed envelope).

Other Appointments

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
ARLESEY NURSERY SCHOOL
Arlesey, Bedford
Required for September, 1977, a TEACHER, Scale 1, for this new purpose-built 60 place Nursery School, due for completion in September.
Application forms available from and returnable to: D. P. J. Browning M.A., Chief Education Officer, County Hall, Bedford. Stamped addressed envelope please.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
BIGGLESWADE V.A. LOWER SCHOOL
Biggleswade, Bedford
Required as soon as possible, TEACHER to take charge of a new NURSERY UNIT. Scale 1.
Application form and further particulars obtainable from the Headmaster at the school. Stamped addressed envelope please.

Primary Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
LINSLADE PRIMARY SCHOOL
Leopold Road, Linslade, Leighton Buzzard, Beds.
(Group 6)
From September, 1977.
Applications are invited for the HEADSHIP of this Group 6 Primary School which, at present, caters for children aged 5 to 10. Estimated roll September, 1977: 156 pupils.
Under the Authority's reorganisation plans the school is due to become a 5 to 9 Lower School in September, 1978.
Application form and further particulars obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford. Stamped addressed envelope please.
Closing date April 4, 1977.

BERKSHIRE
KENNET VALLEY COUNTY PRIMARY SCHOOL
Fords Farm Estate, Calcot, Reading
Preferably for June, a HEAD TEACHER for this new Group 5 primary school (junior and infants, roll about 300), which will open in September, 1977. It is hoped that the successful candidate will, by arrangement with his/her present Authority, be able to take up this post in the second half of the Summer Term, 1977.
Lodging allowance and removal expenses schemes in operation.
Forms and further details from the District Education Officer, 113 Newtown Road, Newbury RG14 7DX. Closing date: 10th April.

CAMBRIDGESHIRE
CAMBRIDGE AREA
[illegible] COUNTY FIRST SCHOOL
Applications are invited for the post of HEAD TEACHER Group 3 vacant from September. The school is situated on the outskirts of Newmarket.
120 on roll.
Closing date April 4, 1977.

Applications are invited for the Headships of the following Group 2 schools to commence in September:
[illegible] COMMUNITY PRIMARY SCHOOL
Roll 71
[illegible] C.E. (C) PRIMARY SCHOOL
Roll 84
Closing date March 31, 1977.
Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (stamped addressed envelope please).

CHANNEL ISLES
STATES OF JERSEY
EDUCATION COMMITTEE
HEADTEACHER GROUP 3
Required from September, 1977 for —
ST. LAWRENCE PRIMARY SCHOOL
on the retirement of the present head.
Application forms and further details from the Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I.

CHESHIRE
EDUCATION COMMITTEE
FRODSHAM WEAVER VALE COUNTY PRIMARY SCHOOL
(Group 5; Roll: 245)
(Re-advertisement)
HEAD TEACHER
(Man or Woman)
The school is a unique [illegible] for an imaginative TEACHER [illegible] a deep commitment to [illegible] nursery-11. A creative [illegible] approach to [illegible] desirable.
Application forms and further details obtainable from the Divisional Education Officer, Vale Royal District, Education Office, [illegible] Office, Witton Street, Northwich. Closing date: 31st March, 1977.

CUMBRIA
EDUCATION COMMITTEE
[illegible] COUNTY PRIMARY SCHOOL
(Mixed four to 11: [illegible] Group 4)
(Re-advertisement)
HEAD required for September, 1977, for this Community School. This post carries a Social Priority Area Allowance plus [illegible] school allowance of £[illegible] per annum.
Previous applicants need not re-apply.
Application forms and full particulars obtainable from R. I. Powell, Assistant Director of Education, West Division, [illegible] Street, Whitehaven, to whom they should be returned by 1st [illegible] 1977.

DONCASTER
EDUCATION COMMITTEE
OWSTON SKELLOW FIRST SCHOOL
Toder Road, Skellow, Doncaster DN6 8PQ
HEADSHIP
(Group 6)
Required for January, 1978:
Applications are invited from suitably experienced TEACHERS for the post of HEAD at the above Group 6 school.
Further details and application forms available from the Director of Education, Princegate, Doncaster DN1 3EP.
Stamped addressed envelope please.
Closing date: 4th April, 1977.

ilea
Inner London Education Authority

For teaching posts in Inner London

See pages 64 and 65

Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).
Display in classified advertisements £3.80 per single column cm, (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,
by Monday for the following Friday's issue.

ilea INNER LONDON EDUCATION AUTHORITY

Rachel Keeling Nursery School
Morpeth Street, E.2

Headship

Vacant September, 1977; roll 72 full-time and 8/8 part-time. Burnham Group 2 salary, £4,311 to £4,839, plus £312 supplement, plus £402 London Allowance.

Please send a self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 1 April.

Derbyshire

headship

Applications are invited from suitably qualified primary teachers for the Headship of this school.

Upper Heage Primary School, Nr. Ripley
205 Children GROUP 4

It is proposed that the person appointed should become Head of HEAGE PRIMARY SCHOOL (275 children Group 5) to be established on one site from the merging of Upper Heage Primary School and Nether Heage Primary School (70 children Group 2) subject to the proposed reorganisation receiving the approval of the Secretary of State.

Closing date 3rd April, 1977

Application forms and further details (SAE Foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG

Education

Headteachers

Trent Vale Infant School, Trent Road, Beeston, Nottingham
Number on roll 205 Salary Group 4
Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Vacant September 1, 1977.

Bowbridge Infant School, Bailey Road, Newark, Nottinghamshire
Number on roll 179 plus nursery Salary Group 4
Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Vacant September 1, 1977

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date April 1, 1977.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

North East Essex Area

King's Ford County Infants' School
Gloucester Avenue, Shrub End, Colchester
(Roll 163) (Group 4) Re-advertisement

HEAD
for this Infants' School with effect from 1 September, 1977. Previous applicants need not re-apply as their applications will receive consideration.

King's Ford County Junior School
Gloucester Avenue, Shrub End, Colchester
(Roll 270) (Group 5)

HEAD
for this Junior School with effect from 1 January, 1978.
Closing date for these two posts 7 April, 1977.
Application forms and further details may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Weeley C of E (Aided) Primary School
Main Road, Weeley, Clacton-on-Sea
(Roll 150) (Group 3)

HEAD
for this C of E School with effect from 1 September, 1977. Applicants must be in sympathy with the teachings of the Church of England.
Closing date: 15 April, 1977.
Application form (and further details) obtainable from and returnable to the Area Education Officer, Park Road, Colchester CO3 3UP.

Essex County Council

County of Cleveland

PRIMARY SCHOOL
HEAD TEACHER
(GROUP 5)

BRECKON HILL PRIMARY SCHOOL
Breckon Hill Road, Middlesbrough, Cleveland TS4 2DS

Applications are invited from suitably qualified and experienced teachers for the above post which will become vacant from the beginning of the Autumn Term, 1977. The school, which opened in 1971, is semi-open plan in design and has a purpose-built nursery unit which caters for 3 and 4 year olds.
Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 8th April, 1977.

Head Teacher

St. Dunstan's R.C.
J. I. School,
Drayton Road, B14 7LP

Suitably qualified candidates should obtain application forms from the School and submit direct to the Correspondent Manager c/o School. Closing date: 25 March, 1977.

There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

Derbyshire

headship

Applications are invited from suitably qualified primary teachers for the Headship of the following school

Mickleover Junior School, Derby
283 Children GROUP 5

Closing date 3rd April 1977

Application forms and particulars for the above post (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG.

Primary Schools

HEADSHIPS

MARYLAND JUNIOR SCHOOL,
Gurney Road, London, E15 1SL
Roll: 265

Required September 1977

HEADTEACHER

Group 5
Burnham Scales
Plus London Allowance £402
Plus Annual Supplement £312
Plus Social Priority Allowance £201 or £279

Application forms and details may be obtained from the undersigned and should be returned by April 1st, 1977.

Education Offices, Broadway, Stratford, E15 4BH
J. S. WILKIE, M.A., Ph.D.
Director of Education

LONDON BOROUGH OF NEWHAM

BEXLEY LONDON BOROUGH

NORMANDY INFANT SCHOOL,
BARNEHURST
HEAD TEACHER—GROUP 5—
ROLL 228

Applications are invited from suitably experienced teachers for the post of

HEAD TEACHER

Appointment to date from September 1, 1977.

Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, to whom they should be returned by Monday, 4th April.

HAMPSHIRE

HIGHFIELD C. of E. (AIDED) PRIMARY SCHOOL—GROUP 5 (FIRST & MIDDLE, 5-12 years)

Applications are invited for the

HEADSHIP

of this school for September, 1977.

As part of Southampton's reorganisation of schools in 1970, the attractive old Church School (for 5-8), near the University, has been completely modernised and has excellent facilities for cooperative teaching. A new purpose-built Middle Department of the School (for 8-12) has been provided on a nearby site.

Applicants should be committed practising Christians, preferably Communicants of the Church of England.

Further particulars and application forms may be obtained from: THE REVD. JOHN F. A. WILLIAMS, PhD, HIGHFIELD VICARAGE, 36 BROOKVALE ROAD, SOUTHAMPTON SO2 1QR.

Closing date for applications: 5th April, 1977.

Assistance with removal expenses in approved cases.

St. Anselm's R.C. (Aided)
First and Middle School (Group 6)

Roxborough Park, Harrow, Middx.
(Age range 5-12) 440 on Roll

Head Teacher

Applications are invited from suitably qualified and experienced Catholic teachers for the above post. The appointment will be effective from 1st September, 1977.

Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £500 towards Legal and Estate Agent fees may be payable.

Application forms and further details, from and to be returned to the Controller of Education Services, P.O. Box 22, Civic Centre, Harrow, HA1 2UW, by 29th March, 1977. (Please enclose stamped addressed envelope.)

Harrow Education

Deputy Head Teacher

St. Brigid's R.C. J.I. School
Frankley Beeches Road B31 5AB

Applications should be submitted direct to the Correspondent Manager, c/o the school.

Closing date: 25 March, 1977.
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

PRIMARY Headships continued

DORSET
ST. ANDREW'S C.E. (CONTROLLED) PRIMARY SCHOOL
Yetminster, Near Sherborne
Group 4
HEAD TEACHER required from September, 1977, for this new school opened September, 1976. Roll 170 including J. S.N.(M) children in two special classes.
Assistance with removal and legal expenses.
For application form, to be returned by 6th April, and further details send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset.

DURHAM
COUNTY COUNCIL
Applications are invited for the HEADSHIPS of the following schools:
CONSETT GROVE COUNTY JUNIOR MIXED AND INFANT
Group 3
WEST RAINTON COUNTY INFANT
Group 3
BISHOP IAN RAMSEY MEDOMSLEY C.E. (AIDED) JUNIOR MIXED AND INFANT
Group 3
Application forms and further details obtainable from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UJ, on receipt of a stamped addressed foolscap envelope, to be returned by 4th April, 1977.

EAST SUSSEX
CHAILEY C.E. (CONTROLLED) SCHOOL
Applications are invited for the HEADSHIP of this Group 3 Junior Mixed and Infant Controlled School.
Scheme of relocation grants available in approved cases.
Application forms from the Area Education Officer, 42 St. Anne's Crescent, Lewes (stamped addressed foolscap envelope).
Closing date: 4th April.

EAST SUSSEX
TELESCOMBE CLIFFS C.P. SCHOOL
Applications are invited for the HEADSHIP of this Group 6 Junior Mixed and Infants' School. Closing date, 28th March.
Scheme of relocation grants in approved cases.
Application forms and further details from the Area Education Officer, 42/43 St. Annes Crescent, Lewes (foolscap stamped addressed envelope).

ESSEX
SOUTHEND AREA
THORPEDENE COUNTY INFANTS SCHOOL
Delaware Road, Shoeburyness
(Roll 180: Group 4)
HEAD for this Infants School with effect from September 1, 1977.
Closing date: 7th April, 1977.
Application forms and further details of this post may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

HAMPSHIRE
TWYFORD C.E. (Controlled) PRIMARY SCHOOL
Twyford, Nr. Winchester
HEAD TEACHER required in September for this Group 3 School.
Application forms and particulars obtainable from Area Education Officer, Southgate House, St. Swithuns Street, Winchester (foolscap stamped addressed envelope please).
Returned by 4th April 1977.

HAMPSHIRE
THE KEBLE C.E. (AIDED) MEMORIAL PRIMARY SCHOOL
Hursley, near Winchester
HEADTEACHER required September next for this Group 3 School.
Application forms and particulars obtainable from Area Education Officer, Southgate House, St. Swithun Street, Winchester (foolscap stamped addressed envelope please) returned by 4th April, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
Civic Centre, Hemel Hempstead
BELSWAINS JUNIOR SCHOOL
Oliver Road, Hemel Hempstead
(238 on roll)
HEAD TEACHER required for September 1977 at this Group 4 School.
Application forms and further particulars from the Divisional Education Officer, Civic Centre, Hemel Hempstead, to whom they should be returned by March 25, 1977. Stamped addressed envelope, please.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
LONGLANDS J.M. & I. SCHOOL
Nunsbury Drive, Turnford, Cheshunt
HEAD required from 1st September, 1977. Group 4. Salary £4,106-£4,730 (including £312 supplement), plus £150 fringe allowance.
Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ. Forms should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Appointment of HEAD TEACHER
GRAVESHAM DIVISION
NORTHFLEET, ISTEAD RISE COUNTY JUNIOR SCHOOL
(Roll: 345)
(Group 5)
Appointment to take effect from September 1, 1977.
Application forms and further particulars from the Divisional Education Officer, Windmill Street, Gravesend, DA12 1BE, Kent, to whom they should be returned by March 25, 1977.
SEVENOAKS DIVISION
CROCKENHILL COUNTY PRIMARY SCHOOL
(Group 4)
(Roll: 213)
Application forms and further particulars from Divisional Education Officer, 66 London Road, Sevenoaks, Kent, to whom they should be returned by March 25, 1977.

LEICESTERSHIRE
HEADSHIP
EDITH WESTON PRIMARY SCHOOL
Oakham
HEAD required August. Approximately 220 children. Group 3. Vacancy due to retirement of present Head. Details on request.
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 29th March (stamped addressed envelope).

LEICESTERSHIRE
HEADSHIP
WIGSTON SOUTH NEW PRIMARY SCHOOL
near Leicester
HEAD required August 1977. This new school is due to open in January, 1978, for 280 children (five to 11). Provisional Group 5. Details on request.
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 29th March (stamped addressed envelope).

LINCOLNSHIRE
NOCTON COUNTY PRIMARY SCHOOL
Nocton, Lincoln
(Burnham Group 2, £4,623 to £5,151; number on roll 74)
Applications are invited from suitably experienced TEACHERS for appointment as HEAD TEACHER of the above school from September, 1977.
Application forms and further particulars available on receipt of stamped addressed envelope from the Divisional Education Officer, 4 Lindum Road, Lincoln, LN2 1NU. Closing date for receipt of applications, 2 April, 1977.

LINCOLNSHIRE
SCOTHERN C.E. PRIMARY SCHOOL
School Crescent, Scothern, Lincoln
(Burnham Group 3, £4,857 to £5,385; number on roll 108)
Applications are invited from suitably experienced TEACHERS for appointment as HEAD TEACHER of the above school from September, 1977.
Application forms and further particulars available on receipt of stamped addressed envelope from the Divisional Education Officer, 4 Lindum Road, Lincoln, LN2 1NU. Closing date for receipt of applications, 2 April, 1977.
HEADTEACHER
LEASINGHAM C.E. (CONTROLLED) SCHOOL
Group 4—Roll 173
Required for autumn term, 1977, for this Junior and Infants' school.
Further particulars and application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincs.
(Stamped addressed foolscap envelope.) Closing date 1 April.

LIVERPOOL
KNOTTY ASH C.P. JUNIOR MIXED AND INFANTS SCHOOL
Thomas Lane
Liverpool L14 5NX
Require for September: HEADTEACHER, Group 4.
Application forms and further details obtainable from (stamped addressed envelope) and returnable to the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ.
Closing date: March 28. Quote reference D1/a1.

Education

Headteacher

Worksop Abbey C. of E. (Controlled) Junior School, Memorial Avenue, Worksop, Nottinghamshire

Number on roll, 448. Salary, Group 6.

Qualified teachers are invited to apply for appointment as Headteacher of the above school. Vacancy to be filled Summer Term, 1977, or as soon as possible thereafter.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Nottinghamshire County Council

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced Catholic TEACHERS for the following post:—
HEAD TEACHER
ST. ALBERT'S R.C. AIDED PRIMARY SCHOOL
York
(Group 6)
Send stamped addressed envelope for form. Completed forms required within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced CATHOLIC TEACHERS for the following post:
HEAD TEACHER
OUR LADY'S R.C. AIDED PRIMARY SCHOOL
York
(Group 4)
Send stamped addressed envelope for form.
Completed forms required within 14 days of advertisement. County Education Officer, County Hall, Northallerton.

ST HELENS
EDUCATION COMMITTEE
EDUCATION DEPARTMENT
PRIMARY SCHOOL
HEADTEACHER
DISTRICT C.E. (CONTROLLED) INFANTS' SCHOOL
Group 4. Required with effect from September 1st, 1977
Further details and application forms are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside, WA10 1RN, to whom completed forms should be returned by Wednesday, April 6th, 1977, at the latest.

ST. HELENS
EDUCATION COMMITTEE
PRIMARY SCHOOLS
HEADTEACHER
ST. ANNE'S R.C. (AIDED) INFANTS' SCHOOL
(Group 4)
Applications to be returned as soon as possible to the Rev. Father A. Lane, C.P., St. Anne's Retreat, Monastery Lane, Sutton, St. Helens.
DEPUTY HEADTEACHER
WINDLE PILKINGTON COUNTY PRIMARY SCHOOL
(Group 2)
Required for September 1, 1977.
Unless otherwise stated, further details and application forms are available from and returnable to the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN.

SANDWELL
(Metropolitan Borough of)
SATMAN'S HILL INFANT SCHOOL
Adams Close, Primrose End, Tipton, West Midlands
Required for September, 1977:
HEAD TEACHER, Group 3
Application forms and further details available from, and returnable to Director of Education, Education Offices, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands, B70 8RG.
Closing date 1st April, 1977.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
Required for September: HEAD TEACHERS for two new schools in Southport:
MARSHSIDE JUNIOR MIXED
(Group 3)
KEW WOODS JUNIOR MIXED
(Group 4)
Application forms and further details are available on receipt of a stamped addressed envelope from the Chief Education Officer, Education Department, Burlington House, Crosby Road North, Waterloo, L22 0LG.
Closing date for the receipt of application form: 4th April, 1977.

SOLIHULL
EDUCATION COMMITTEE
LADY K. LEVESON'S C.E. (AIDED) J.I. SCHOOL
Fen End Road West, Knowle, Solihull, West Midlands B93 0AN
Required September, 1977:
HEAD TEACHER for this Group 2 School.
The Managers invite applications preferably from communicant members of the Church of England for this appointment, which will become vacant on the retirement of the present Head. Approximately 90 children on roll.
Application forms obtainable from and returnable to the Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU. Closing date: 1st April, 1977.

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
WATERSIDE JUNIOR SCHOOL
Burton upon Trent
(Group 6)
Required for September, 1977, a TEACHER of wide experience as HEAD TEACHER of the above school. The vacancy occurs owing to the retirement of the present holder of the post.
Application forms and further details available from the undersigned upon receipt of a foolscap stamped addressed envelope. Closing date for applications: Thursday, 31st March, 1977.
H. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent, DE14 1NF.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
URBAN ROAD PRIMARY SCHOOL
(Group 4)
Urban Road, Sale, M33 7TU
Tel: 061-973 4619
HEADTEACHER
(Group 4)
Application form and further particulars available from Chief Education Officer, Town Hall, Sale, M33 1ZF, should be returned by April 4, 1977.

WARWICKSHIRE
APPOINTMENT OF HEAD
ST. JOHN'S FIRST SCHOOL
Chestnut Avenue, Kenilworth
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of this Group 3 School (172 on roll) with effect from September, 1977.
On receipt of a stamped addressed envelope, application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick, CV34 4SR, to whom completed forms should be returned by 25th March, 1977.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
ST. PETER'S C.E. (CONTROLLED) PRIMARY SCHOOL
Ardingly, Haywards Heath
Group 2—74 on roll
HEAD TEACHER required September, 1977.
Form and details from Education Officer, 38 Church Road, Burgess Hill RH15 9AE, on receipt of foolscap stamped addressed envelope.

WILTSHIRE
LANDFORD C.E. CONTROLLED PRIMARY SCHOOL
Near Salisbury
Group 3. Number on roll 91
HEAD TEACHER required for September, 1977.
Further details and application form obtainable from the Chief Education Officer, County Hall, Trowbridge (on receipt of stamped addressed envelope). The closing date is 7th April, 1977.

WILTSHIRE
(Readvertisement)
CHRIST THE KING R.C. PRIMARY SCHOOL
Amesbury
Group 5
N o.r. 289
HEAD TEACHER required for September, 1977.
Further details and application form from Chief Education Officer, County Hall, Trowbridge (on receipt of stamped addressed envelope). Closing date 4th April. Previous applicants will be reconsidered.

Deputy Headships Senior Masters/ Mistresses

BROMLEY
(London Borough of)
OAKLANDS INFANTS' SCHOOL
Norheads Lane, Biggin Hill, Westerham TN16 3XH
(Roll 243)
DEPUTY HEADTEACHER, Group 5
Applications are invited from suitably qualified and experienced TEACHERS for appointment to this post tenable from September, 1977.
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London area.
Application forms (stamped addressed envelope) from the Chief Education Officer, Sunnymead, Bromley Lane, Chislehurst, Kent, BR7 6LH, to whom they should be returned by 29th March, 1977.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ST. MONICA'S R.C. COMBINED SCHOOL (Group 5)
Neath Hill, Milton Keynes
DEPUTY HEAD
Applications are invited for September, 1977, from suitably qualified and enthusiastic practising Roman Catholic teachers for the post of Deputy Head (Group 5) of this new combined school with nursery unit. Opportunity available for enthusiastic and caring teacher willing to accept the challenge and stimulation of work in this new school in a new city. Ability to coordinate activities, lead a team of teachers and inspire others an advantage.
The school, which is currently under construction, is of interesting design, and is due to open in September, 1977, with fairly small numbers on roll. The Development Corporation is making a number of houses available for rent to teachers appointed to schools within the designated area of the new city of Milton Keynes. Subject to the County Council's regulations, removal expenses up to £150 and board and lodging allowances will be payable.
Application forms and further details obtainable from the Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY, on receipt of a stamped addressed foolscap envelope.

BURY
(Metropolitan Borough of)
BRANDLESHOLME COUNTY PRIMARY SCHOOL
Brandlesholme Road, Bury
(Number on roll 310)
Required for 1st September, 1977:
DEPUTY HEAD TEACHER.
Application forms and further details obtainable from and returnable to the Director of Education, Education Offices, Market Street, Bury, by April 1st, 1977.

CROYDON
(London Borough of)
WOODCOTE INFANTS
Dunsfold Rise, Coulsdon, Surrey CR3 2ED
Telephone: 01-660 9972
Head, Mrs. J. D. Lloyd-Meiroinson
Tenable: 1st September, 1977
DEPUTY HEAD TEACHER required. An enthusiastic teacher with an interest in modern methods, able to share responsibility for organisation, development and supervision.
Salary—Burnham Scale Deputy Headship Group 4, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by April 15th, 1977.

DERBYSHIRE
EDUCATION COMMITTEE
BEAUFORT JUNIOR SCHOOL
Hampshire Road, Derby
(Re-advertisement)
DEPUTY HEAD TEACHER required from September for this Group 5 school.
(Previous applicants who wish to be considered should confirm their interest in the post.)
Application forms are available from (stamped addressed envelope please) and should be returned to the Area Education Office, 10 St. Mary's Gate, Derby, by 1st April, 1977.

DEVON
SANDFORD COUNTY PRIMARY SCHOOL
(Roll 114)
Applications are invited from suitably qualified persons for the post of DEPUTY HEAD TEACHER to be responsible for Lower Junior Class.
Salary: Scale Deputy Head Teacher Group 3, £3,192 to £4,584.
The successful applicant will be expected to take up the appointment in September, 1977.
Application forms and further details (stamped addressed envelope please) from Headmistress, Sandford County Primary School, Sandford, Crediton, returnable by 28th March, 1977.

DEVON
MARLDON C.E. (A.) PRIMARY
Marldon Cross Hill, Paignton
DEPUTY HEAD TEACHER required September 1977, for this Group 3 school, to take top Junior Class of wide age and ability range. Musical ability an advantage.
Applicants must be communicant members of the Church of England.
Application forms returnable by 1st April from Headmaster.

DORSET
COUNTY COUNCIL
HILLSIDE COUNTY FIRST SCHOOL
Hillside Road, Verwood, Wimborne
Appointment of DEPUTY HEAD TEACHER, Group 4
Number on Roll 250
Required September, 1977, for this school for children aged 5-9 years.
Application forms and further particulars from the Staffing Officer on receipt of stamped addressed envelope, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6EU, to be returned by 7th April, 1977.

EALING
(London Borough)
EDUCATION SERVICE
(Readvertisement)
SELBORNE FIRST SCHOOL
Conway Crescent, Perivale, Greenford, Middlesex
(Tel.: 01-997 1582)
DEPUTY HEAD required from September, or earlier if possible, Group 6 salary plus £402 London Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms (stamped addressed envelope) available from the Headmaster, to be returned by 1st April, 1977.

EAST SUSSEX
HOLY CROSS C.E. (AIDED) SCHOOL
Uckfield
Required from September: DEPUTY HEAD for this Group 6 Junior Mixed and Infant Aided School. Communicant member of the Church of England preferred.
Scheme of relocation grants available in approved cases.
Application forms from the Area Education Officer, 42 St. Anne's Crescent, Lewes; returnable to the Reverend C. J. Peters, The Rectory, Uckfield, East Sussex.
Closing date, 4th April.

EAST SUSSEX
COUNTY COUNCIL
(Brighton Area)
COOMBE ROAD FIRST AND MIDDLE SCHOOL
Coombe Road, Brighton
Required September, 1977:
DEPUTY HEAD of this Group 7 school.
Relocation Grants Scheme in approved cases.
Application forms and further particulars available from Mr J. Lyn Jones, Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP, for return not later than 4th April.

ESSEX
CHIPPING HILL COUNTY INFANT SCHOOL
Church Street, Witham
Tel: Witham 512301
DEPUTY HEAD
Experienced and enthusiastic Infant TEACHER to help expand the curriculum of this small but growing Infant school. Enthusiasm for movement, drama, art, craft would be helpful.
Further details and application forms from: Area Education Officer, North West Essex Area, Crossman House, Station Approach, Braintree, Essex, CM7 6QA, to be returned not later than 19th April, 1977.

ESSEX
ST. MICHAEL'S C.E. AIDED JUNIOR SCHOOL
c/o the Vicarage, Hedley Lane, Galleywood CM2 8RN
(Roll: 340)
Tel: Chelmsford 59983
DEPUTY HEAD
(Group 6)
Required for September, 1977. The successful applicant would be an experienced and lively class teacher who would be prepared to take responsibility and to lead a team of dedicated and hard working staff both by example and enthusiasm. Committed Christian preferred. The School, built in 1967, has close links with the Parish Church which has a lively Evangelical Church life.
Application forms, obtainable from The Revd. A. G. Wilkie, should be returned before April 12th.

HAMPSHIRE
PAULSGROVE WEST FIRST SCHOOL
Peacesdown Road, Portsmouth
PO6 4PJ
DEPUTY HEAD TEACHER Group 4
Required from September, 1977.
Stamped addressed envelope to Head for details. Closing date 8th April.

HERTFORDSHIRE
COUNTY COUNCIL
MID-HERTS DIVISION
CUFFLEY JUNIOR SCHOOL
Theobalds Road, Cuffley, Potters Bar, Herts.
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD. Please state special interests. Modernised building in residential area.
London Fringe Area Allowance.
Possibility of assistance with accommodation in certain circumstances.
Application forms from Divisional Education Officer, 9 Queensway Road, Welwyn Garden City, Herts.

KENT
COUNTY COUNCIL
TUNBRIDGE WELLS DIVISION
FRITTENDEN C. of E. PRIMARY SCHOOL
Frittenden, Cranbrook, Kent
J.M. & I. Group 2. Roll: 571
DEPUTY HEAD required from September.
Application forms available from the Divisional Education Officer, 39 Grove Hill Road, Tunbridge Wells, Kent, returnable by 30th March (stamped addressed envelope).

LEICESTERSHIRE
DEPUTY HEADSHIP
FERNVALE PRIMARY SCHOOL
Sayers Road, Thurnby
near Leicester
DEPUTY HEAD required August. Approximately 330 children. Group 5. Vacancy due to appointment of present Deputy to a Headship. Details from the Head, Mr. P. J. Greaves.
Apply (no forms) with full particulars and names and addresses of two referees to the Head by 30th March (stamped addressed envelope).

LEICESTERSHIRE
DEPUTY HEADSHIP
HIGHCLIFFE JUNIOR SCHOOL
Greengate Lane, Birstall
Near Leicester
DEPUTY HEAD required August. Approximately [illegible] children. Group 6. Vacancy due to appointment of present deputy to a headship. Details from the Head, Mr. E. E. Jacobs.
Apply (no forms) with full particulars and names and addresses of two referees to the Head by 29th March, 1977 (stamped addressed envelope).

LONDON
CHRIST CHURCH C. of E. SCHOOL
Perry Vale, Forest Hill, SE23
Telephone: 01-699 5127
Primary, Junior Mixed Infants and Nursery
Headmaster
DEPUTY HEAD required September, 1977.
Applicants should be good all round class teachers, prepared to work closely with the Headmaster in curriculum development. The person appointed will be a full teacher, and will be expected to take an active part in all aspects of school life, including the relationship with the parish. A keen interest in younger juniors would be welcomed. Only practising communicant Anglicans will be considered. Visits to school before appointment welcomed.
Application form from Miss L. Browton, 47 Siddons Road, Forest Hill SE23 3JH, Honorary Correspondent. Telephone: 01-699 [illegible].

NEWHAM
(London Borough of)
ELMHURST JUNIOR SCHOOL
Elmhurst Road, London, E7 8PG
Roll: 377
Head Teacher, Mr D. Dobson
Required September, 1977—
DEPUTY HEAD TEACHER, Group 6.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned and should be returned by 25th March, 1977.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.

NEWHAM
(London Borough of)
SANDRINGHAM JUNIOR SCHOOL
Sandringham Road, Forest Gate, London E7 8ED
Roll: 364
Head Teacher, Mrs M. E. Groves
Required September, 1977—
DEPUTY HEAD TEACHER—Group 6.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.
Application forms and details may be obtained from the undersigned and should be returned by April 1st, 1977.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NORTH YORKSHIRE
(County of)
RIPON MOORSIDE COUNTY JUNIOR SCHOOL
(Group 5)
DEPUTY HEAD TEACHER required for September 1, 1977.
Applications are invited from TEACHERS able to offer leadership and guidance, and experienced in all aspects of Junior School work, including team teaching and parent liaison.
A particular interest in environmental studies, mathematics or music will be an advantage.
Application forms (stamped addressed envelope, please) obtainable from the Area Education Officer, 20 Victoria Road, Harrogate, HG1 5EQ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

ST. HELENS
EDUCATION COMMITTEE
DEPUTY HEAD TEACHER
PARISH C.E. (AIDED) PRIMARY SCHOOL
(Group 6)
Required for 1st September, 1977.
Further details and application forms are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, and when completed should be returned to the Rev. Canon R. W. Gordon, M.A., The Vicarage, Hard Lane, St. Helens, by Friday, 15th April, 1977, at the latest.

SANDWELL
(Metropolitan Borough of)
LODGE INFANT SCHOOL
Oak Lane, West Bromwich, West Midlands
Required for September, 1977
DEPUTY HEAD TEACHER, Group 4
Application forms and further details available from, and returnable to Director of Education, Education Department, P.O. Box 41, High Street, West Bromwich, West Midlands, B70 8RG.
Closing date 1st April, 1977.

SANDWELL
(Metropolitan Borough of)
WARLEY INFANT SCHOOL
George Road, Oldbury, Warley, West Midlands
Required for September, 1977
DEPUTY HEAD TEACHER, Group 4
Application forms and further details available from, and returnable to the Director of Education, Education Department, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands, B70 8RG.
Closing date 8th April 1977.

SANDWELL
(Metropolitan Borough of)
WATERLOO PRIMARY SCHOOL
Grantham Road, Smethwick, Warley, West Midlands
Required for September, 1977—
Second MASTER/MISTRESS, Group 7.
Application forms and further details available from and returnable to Director of Education, Education Department, P.O. Box 41, High Street, West Bromwich, West Midlands, B70 8RG.
Closing date 8th April, 1977.

SHEFFIELD
EDUCATION
DUKE STREET [illegible] SCHOOL
[illegible]
DEPUTY HEAD TEACHER, Group 6.
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD TEACHER in this open plan school, as from 1st September, 1977.
Application forms are available from the Head Teacher to whom they should be returned within 14 days of the appearance of this notice.

PRIMARY Deputy Headships continued

SUFFOLK
COUNTY COUNCIL
TOLLGATE COUNTY PRIMARY SCHOOL
Bury St. Edmunds
(Five to nine years, Group 7)
Applications are invited from experienced TEACHERS for the post of DEPUTY HEAD.
Further details and forms of application are obtainable from the Headmaster.

SUFFOLK
COUNTY COUNCIL
ST. FELIX R.C. AIDED PRIMARY SCHOOL
Haverhill
(Five to nine years, Group 4)
Required for September 1977: DEPUTY HEAD TEACHER for this modern primary school opened in 1972. Successful applicant must be a practising Roman Catholic and would be expected to teach all subjects in the third to nine-plus age group and be willing to take part in all aspects of the Physical Education programme.
Interest in [illegible] an advantage.
Further details and forms from the Head Teacher to be returned to the Headmaster, 11 [illegible] Road, Haverhill, Suffolk.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
HUDSON ROAD PRIMARY SCHOOL
(Group 7)
Applications are invited from suitably qualified and experienced TEACHERS for the DEPUTY HEADSHIP of the above-named school.
Application forms obtainable from the Director of Education at the address shown below on receipt of a stamped addressed foolscap envelope, to be returned to him by 25th March 1977.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
I. A. [illegible], Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

WILTSHIRE
LYNEHAM COUNTY INFANTS' SCHOOL
Lyneham, Chippenham, Wiltshire SN15 4PH
(Group 5; number on roll 300)
DEPUTY HEAD required from September, 1977. Musical ability preferred.
Application forms and further details from Head Teacher. Closing date for completed application forms, 25th March, 1977.

WILTSHIRE
DEPUTY HEADSHIP
PRESHUTE PRIMARY SCHOOL
Manton, Marlborough
(Group 2—Number on roll 70)
DEPUTY HEAD required for September, 1977.
Further details and application form obtainable from the Headmaster, Mr. A. J. Jowett (on receipt of stamped addressed envelope). The closing date is 7th April, 1977.

WILTSHIRE
WINTERSLOW C.E. AIDED PRIMARY SCHOOL
near Salisbury
(Group 4; number on roll 190)
DEPUTY HEAD required for September, 1977.
Further details and application form from A. G. Williams, The Rectory, Winterslow, Salisbury (on receipt of stamped addressed envelope), the closing date is 15th April, 1977.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
Required September, 1977, or earlier if possible:—
Well-qualified and experienced JUNIOR CLASS TEACHERS for the following vacancies.
ST. PETER'S R.C. JUNIOR SCHOOL
(Roll 170)
To take a class of Upper Juniors. An interest in Boys' Games desirable. Scale 2 plus Social Priority Schools Allowance.
WARREN JUNIOR SCHOOL
(Roll 482)
Two vacancies:—
(i) Senior member of staff, Scale 3.
(ii) To take charge of GIRLS' GAMES. Scale 2.
London Addition £402 per annum. Reimbursement of removal expenses in approved cases.
Application form (stamped addressed envelope) available from the Deputy Chief Education Officer, Town Hall, Barking, Essex, returnable by 1st April, 1977.

BARNET
(London Borough of)
Required for September 1977:
MONKFRITH J.M. & I. SCHOOL
Knoll Drive, Southgate, N14 5NG
Roll: 203
Experienced TEACHER for THIRD YEAR JUNIORS. Responsibility for Music throughout the Junior Department. Scale 3.
WOODRIDGE J.M.I. SCHOOL
Southover, N. Finchley, N12 7HR
Roll: 232
Experienced TEACHER for SECOND YEAR MIDDLE INFANTS. Scale 2.
These posts are not considered appropriate for a first appointment teacher.
In approved cases assistance may be given by way of up to 100 per cent removal expenses and the payment of separation allowances.
Application form (stamped addressed envelope) obtainable from The Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, to be returned to the Head Teacher at the school by April 1st, 1977.

BROMLEY
(London Borough of)
SALCOMBE PRIMARY SCHOOL
Belgowan Road, Beckenham, Kent.
BR3 3HJ
Required for September, 1977, TEACHER (for JUNIORS, Scale 2 Post available for experienced TEACHER, willing to undertake responsibility for BOYS' GAMES, FOOTBALL and care of all P.E. EQUIPMENT.
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London Area.
Application forms (stamped addressed envelope) from the Chief Education Officer, Sunnymead, Bromley Lane, Chislehurst, Kent, BR7 6LH, to whom they should be returned by March 29th, 1977.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
ST. MONICA'S R.C. COMBINED SCHOOL (Group 5)
Neath Hill, Milton Keynes
Applications are invited for September, 1977, from suitably qualified and enthusiastic practising Roman Catholic TEACHERS to work in a stimulating environment in this new R.C. combined school with nursery unit, in respect of the following posts.
(1) First School Department—an ability to offer expertise in a major curriculum area (MATHEMATICS or LANGUAGE development) will be an advantage, as will an interest and enthusiasm in a particular subject.
(2) Middle School Department—Teachers with interest and enthusiasm in particular subjects (including MUSIC, welcome), and an ability to offer an expertise in a major curriculum area will be an advantage.
Scale 2 posts available for suitably experienced candidate.
The school, which is currently under construction, is of interesting design, and is due to open in September, 1977, with fairly small numbers on roll. The Development Corporation is making a number of houses available for rent to teachers appointed to schools within the designated area of the new city of Milton Keynes. Subject to the County Council's regulations, removal expenses up to £150 and board and lodging allowances will be payable.
Application forms and further details obtainable from the Divisional Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope.

CUMBRIA
EDUCATION COMMITTEE
VICTORIA COUNTY JUNIOR SCHOOL
Barrow-in-Furness
(Seven to 11, roll 415, Group 6)
Required for 1st September, 1977, TEACHER to take charge of GIRLS' PHYSICAL EDUCATION, CRICKET, SWIMMING throughout the school.
Scale 2 post available.
Application form, obtainable from C. D. Bishop, Assistant Director of Education, South Division, John Whinnerah Institute, Barrow-in-Furness, to whom completed forms should be returned by 1st April, 1977.

CUMBRIA
EDUCATION COMMITTEE
WINDERMERE C. of E. (AIDED) JUNIOR SCHOOL
(7-11, roll 300, Group 5)
Required for September, experienced TEACHER with interest in PHYSICAL EDUCATION, GAMES, GYMNASTICS, SWIMMING.
Scale 2 post available.
Application forms available from C. D. Bishop, Assistant Director of Education, South Division, John Whinnerah Institute, Barrow-in-Furness, to whom completed forms should be returned by April 1, 1977.

DEVON
EXMOUTH MARPOOL COUNTY PRIMARY SCHOOL
Roll: 373
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to be HEAD of INFANTS DEPARTMENT. Applicants should possess a sound progressive outlook in Infant Education and will be expected to co-ordinate the work of the Infants Department.
Scale 2 post.
The successful applicant will be expected to take up the appointment in September, 1977.
Application forms (stamped addressed envelope please) from Headmaster, Marpool County Primary School, Moorfield Road, Exmouth, returnable by April 6th, 1977.

DEVON
FORD PRIMARY SCHOOL
Cambridge Road, Ford, Plymouth
Required: a TEACHER in the Infant Department with a responsibility for MUSIC and DRAMA. Scale 2. To commence in the Summer Term.
Application forms (stamped addressed envelope) from Headmaster (returnable to him within 14 days).

DURHAM
COUNTY COUNCIL
POSTS OF SPECIAL RESPONSIBILITY
Applications are invited from suitably qualified and experienced TEACHERS for the following posts of Special Responsibility
DEPUTY HEAD TEACHER
FARRINGDON [illegible] (CONTROLLED) JUNIOR MIXED AND INFANT
Group 3
AREA EDUCATION OFFICE
Seaside Lane, Easington, Peterlee
PENCE HOUSES WINDLEA COUNTY JUNIOR MIXED AND INFANT
Group 3
AREA EDUCATION OFFICE
8 Red Rose Terrace, Chester-le-Street
ASSISTANT TEACHER
Salary Scale 3
SACRISTON COUNTY JUNIOR MIXED
(Responsibility for Music, pianist essential)
AREA EDUCATION OFFICE
8 Red Rose Terrace, Chester-le-Street
HURWORTH COUNTY JUNIOR MIXED
(Responsibility for Audio Visual Aids)
AREA EDUCATION OFFICE
Greta Lea, Uplands Road, Darlington
DARLINGTON RED HALL COUNTY JUNIOR MIXED AND INFANT
(Responsibility for Number, Environmental Studies (Infant Department))
AREA EDUCATION OFFICE
Greta Lea, Uplands Road, Darlington
Application forms obtainable from the Administrative Officer at the address shown, on receipt of a foolscap stamped addressed envelope, to be returned by April 4th, 1977.

EALING
(London Borough)
EDUCATION SERVICE
ST. JOHN FISHER R.C. FIRST AND MIDDLE SCHOOL
Thirlmere Avenue, Perivale, Greenford, Middlesex UB6 8EF
Required for September, TEACHER for the MIDDLE SCHOOL. Music an advantage. Scale 2 post, for suitable applicant.
£402 London Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms (stamped addressed envelope) from Chairman of Managers, 11 Lonsdale Gardens, Perivale, Middlesex, to be returned by April 1.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
DUNNINGFORD JUNIOR SCHOOL
Upper Rainham Road, Elm Park, Hornchurch RM12 5TP
(Roll: 366)
Required September, 1977
Experienced TEACHER to be responsible for PHYSICAL EDUCATION and GAMES (including football) throughout the school. Experience with Visual and Aural Aids an advantage. Excellent auricular facilities include a three and half acre playing field upon which there is a football pitch, a concrete cricket table and a first class pavilion. Scale 2 post available for suitable candidate.
There is a scheme for removal expenses.
Application forms (stamped addressed envelope please) available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, March 28, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown unless otherwise stated. General applications should be submitted to the Divisional Education Officers.
SWALE DIVISION
LYNSTED [illegible] COUNTY PRIMARY SCHOOL
[illegible]
TEACHER required for THIRD YEAR JUNIORS, to be responsible for boys' welfare and games. Scale 2.
Applications from the Headmaster of the school, to whom they should be returned by 4th April, 1977.
SEVENOAKS DIVISION
NEW ASH GREEN C.P. JUNIOR SCHOOL
New Ash Green, Dartford
(Group 6)
Two ASSISTANT TEACHERS required from September 1977. Applicants should be prepared to take part in a child-centred, co-operative teaching situation in a semi-open plan school. Scale II posts available to applicants with relevant experience prepared to accept additional responsibilities in curriculum development and of resources.
Write to Headmaster for application form, returnable by 25th March, enclosing two stamped addressed envelopes.

LEICESTERSHIRE
PERIPATETIC VIOLIN TEACHER
As soon as possible: PERIPATETIC VIOLIN TEACHER, Burnham Scale 2. Applicants must be car owners. Travelling allowance paid.
Details on request.
Apply immediately (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 28th March.

LINCOLNSHIRE
LOUTH EASTFIELD COUNTY INFANTS' SCHOOL
Lacey Gardens, Louth, LN11 8DQ
(Group 6. No. on roll 292)
Required for September 1977, experienced INFANT TEACHER for reception class and to be responsible to the Headmistress for the work, organisation and welfare at one site of this two-site school.
Ability in music advantageous. Scale 2.
Stamped addressed envelope to Headmistress for further particulars and application form. Closing date 1st April 1977.

RICHMOND UPON THAMES
(London Borough of)
ARCHDEACON CAMBRIDGE'S C.E. (AIDED) JUNIOR SCHOOL
The Green, Twickenham, Middlesex
(Founded 1832—New Buildings 1969)
Required in September experienced TEACHER for third year class. In addition applicants should be able to take responsibility for GIRLS' GAMES and SWIMMING throughout the school, for which a Scale 2 post is available. Good facilities including swimming pool. Church allegiance preferred.
Forms (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the school by 30th March.

SANDWELL
(Metropolitan Borough of)
DEVONSHIRE JUNIOR SCHOOL
Devonshire Road, Smethwick, Warley, West Midlands
Required for September, 1977 — Second Year Group CO-ORDINATOR with strength in either MATHEMATICS or ENGLISH—Scale 3 post.
Application forms available from, and returnable to, the Head Teacher at the school. Closing date 1st April, 1977.

SHROPSHIRE
EDUCATION COMMITTEE
PONTESBURY C.E. SCHOOL
Hoosey Lane, Pontesbury, Shrewsbury, Salop
TEACHER for top Juniors. Environmental Studies and Boys' Games. Scale 2.
Application forms (send stamped addressed envelope) available from County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

WEST SUSSEX
SOUTHERN AREA
NORTH LANCING COUNTY FIRST AND MIDDLE SCHOOL
Mill Road, Lancing
Required September, 1977, HEAD of First School Department, Scale 3, to take responsibility for Organisation of First School, Reception Class, and liaison with Playgroups and Nursery School.
Form from Area Education Officer, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope, returnable to Headmaster at School.

WEST SUSSEX
SOUTHERN AREA
ST. MARGARET'S C.E. (AIDED) PRIMARY SCHOOL
Angmering, Littlehampton
Required September, 1977, Scale 2 post, experienced TEACHER for Third-Year Juniors, GENERAL SUBJECTS with additional responsibility for PHYSICAL EDUCATION and associated activities (including Swimming). Ability to teach French an advantage.
Form from Area Education Officer, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope, returnable to Headmaster at School.

WILTSHIRE
HIGHWORTH EASTROP INFANTS' SCHOOL
Eastrop, Highworth
Near Swindon
Group 4
Number on roll, 260
Qualified TEACHER, Scale 2, required from Easter with responsibility for the development of the MATHEMATICS CURRICULUM throughout this eight-class school. This new school opened in January, 1977, and is still expanding.
Application form and further details available on receipt of stamped addressed envelope, from Mrs. L. Hardy-Smith, Head Teacher.

Remedial Posts

GLOUCESTERSHIRE
EDUCATION COMMITTEE
Appointment of PERIPATETIC REMEDIAL ADVISORY TEACHER
Applications invited from qualified TEACHERS for post of PERIPATETIC REMEDIAL ADVISORY TEACHER from 1st September, 1977, to complete team working in Primary Schools. Relevant advanced qualification essential.
Salary Scale 3.
Applicants should own a car and travelling expenses will be paid in accordance with the County Council's Scale.
Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose stamped addressed envelope.

Scale 1 Posts

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
ST. THOMAS'S C.E. J.I. School
Great Colmore Street, B15 2AT
Required September 1977, TEACHERS for the INFANTS DEPARTMENT—Scale 1.
Application forms from Headmaster. Closing date, 22 April, 1977.
There is a scheme for assistance with removal expenses.

BROMLEY
(London Borough of)
ST. ANTHONY'S R.C. PRIMARY SCHOOL (AIDED)
Genoa Road, Anerley SE20 8ES
Required for beginning of Summer Term, TEACHER OF INFANTS, Scale 1 post. Music an advantage. Catholic preferred.
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London Area.
Application forms (stamped addressed envelope) from the Chief Education Officer, Sunnymead, Bromley Lane, Chislehurst, Kent, BR7 6LH, to be returned to Chairman of Managers, 2 Genoa Road, London SE20, by 29th March, 1977.

BROMLEY
(London Borough of)
ST. ANTHONY'S R.C. PRIMARY (AIDED)
Genoa Road, Anerley
SE20 8ES
Required for Summer term only, TEMPORARY TEACHER for INFANTS.
Application forms (stamped addressed envelope) from the Chief Education Officer, Sunnymead, Bromley Lane, Chislehurst, Kent BR7 6LH to be returned to Chairman of Managers, 2 Genoa Road, London SE20 by 29th March, 1977.

DEVON
STICKLEPATH C.P. SCHOOL
Barnstaple
(Roll 450)
ASSISTANT TEACHER (Scale 1) Required, September for Upper Infants. Knowledge of FLETCHER MATHEMATICS and interest in Music an advantage (previous applicants for lower Infants post recently advertised will be considered).
Application forms (stamped addressed envelope, foolscap, returned) from Headmistress, returnable by April 1st.

DEVON
WITHYCOMBE RALEIGH C. of E. PRIMARY SCHOOL
Exmouth
(Roll 377)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for Reception Infants. Ability to assist with Music an advantage.
Scale 1 post.
The successful applicant will be expected to take up the appointment in September 1977.
Application forms (stamped addressed envelope, please) from the Headmaster, Withycombe Raleigh C. of E. Primary School, Withycombe Raleigh, Exmouth (returnable by 1st April 1977).

DEVON
COMPTON C.E. PRIMARY SCHOOL
Higher Compton, Plymouth
Required for an April appointment, an Assistant Teacher for Middle Infants. Experience of vertical streaming an advantage. Break Through reading scheme. Scale 1.
Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from Qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.
DARTFORD DIVISION
WILMINGTON PRIMARY SCHOOL
Common Lane, Wilmington, Dartford
TEMPORARY TEACHER required for the Summer Term, 1977, for a class of Upper Infants.
Application by letter with full details to the Headmaster.
MEDWAY DIVISION
CHATHAM—SWINGATE C.P. SCHOOL
Bultan Road
Required for Summer Term, 1977, a TEACHER to take a class group of MIDDLE INFANT children. Initially this vacancy will be a temporary one term appointment.
Application to the Headmaster.
SWALE DIVISION
SHELDWICH COUNTY PRIMARY SCHOOL
Sheldwich, near Faversham, Kent
TEACHER for LOWER INFANTS required from September, 1977.
SITTINGBOURNE MIDDLETUNE COUNTY PRIMARY JUNIOR MIXED SCHOOL
Middletune Avenue, Sittingbourne
TEACHER for UPPER JUNIORS required with an interest in Science and some Physical Education. September, 1977.
Application forms from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne.
SEVENOAKS DIVISION
EDENBRIDGE STANGROVE PARK JUNIOR SCHOOL (TUTORIAL UNIT)
Park View, Edenbridge TN8 5JF
(Approximate roll, 100)
Edenbridge Stangrove Park Junior School Tutorial Unit requires a TEACHER as soon as possible. Special qualification and/or experience in dealing with children who are at risk. Scale 1 plus Special School Allowance. Outer London Fringe Allowance.

Applications from the Headmaster enclosing a stamped addressed envelope. Closing date, 29th March, 1977.
PENSHURST C.E. (AIDED) PRIMARY SCHOOL
Penshurst, Tonbridge TN11 8BX
(Approximate roll, 90)
TEACHER for first and second year JUNIORS, with an interest in girls' Games and Music, required from 20th April, 1977, until August, 1979.
Application forms from Headmaster returnable by March 25. Please enclose two stamped addressed envelopes.
TONBRIDGE & MALLING DIVISION
BURHAM C.E. PRIMARY SCHOOL
Rochester Road, Burham, Kent
TEACHER required for FIRST-YEAR JUNIORS from the beginning of the Autumn term, 1977. Experience in reading techniques an interest an advantage.
For further details and application form, write to the Headmaster at the above school.

KIRKLEES
METROPOLITAN COUNCIL
NEWSOME JUNIOR SCHOOL
Castle Avenue, Newsome, Huddersfield HD4 6JN
Required for Easter 1977, TEACHER (Scale 1) initially to teach a third year Junior class.
Application forms obtainable from (stamped addressed envelope please) the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW.

LINCOLNSHIRE
PRIMARY SCHOOL VACANCIES
LEASINGHAM C.E. (CONTROLLED)
(Roll 173)
Experienced TEACHER for JUNIORS. Ability to teach Girls' or Boys' Games and or Music an advantage. Burnham Scale 2.
This is a reissue of a previous advertisement and teachers who have already applied need not submit fresh applications.
Further particulars and application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincs. (stamped addressed foolscap envelope).
ASSISTANT TEACHER
SICKNEY AIDED C. of E. PRIMARY SCHOOL
Burnham Scale 1, £2,505 to £3,456
[illegible] on roll
For September —
TEACHER for LOWER MIDDLE INFANTS. Ability to play piano and teach Junior Choir. Communicant Member of Church of England.
Forms from the Divisional Education Officer, County Hall, Boston, on receipt of stamped addressed envelope.
ASSISTANT TEACHER
BRANSTON COUNTY JUNIOR SCHOOL
Burnham Scale 1 or 2, £2,505 to £3,456, £2,667 to £3,726
Enthusiastic TEACHER required from Autumn Term, 1977, Scale 2 available for responsibility for BOYS' PHYSICAL EDUCATION and GAMES and or ability to coordinate MUSIC in the School.
Application form and further details available on receipt of stamped addressed envelope from the Headmaster at the School, Station Road, Branston, Lincoln LN4 1LH.
WAINFLEET ALL SAINTS C.E./METHODIST (CONTROLLED) SCHOOL
Humbold Lane, Wainfleet, Skegness PE24 4BS
(Group 2, number on roll 170)
INFANT TEACHER (Reception Class) required for September in this rural school five miles south of Skegness. Scale 1.
Stamped addressed envelope to Headmaster for application form.
Closing date for all the above posts is April 1, 1977.

LONDON, S.E.9
ELTHAM COLLEGE JUNIOR SCHOOL
(Boys day 7 to 11)
PHYSICAL EDUCATION and GAMES SPECIALIST required in September to teach also one main subject. Preferably English or Mathematics. Burnham Scale 1 with middle-London addition, non-resident.
Letters, with curriculum vitae and names of two referees to the Headmaster, Eltham College, London SE9 4QF, by April 1st.

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
LLANDINAM C.P. SCHOOL
Caersws
Required for September 1, 1977, or earlier if possible, qualified ASSISTANT TEACHER, Infant trained or experienced, Scale 1 post (ref.: 22/N/7).
Application forms obtainable from the undersigned upon receipt of a stamped addressed envelope, to whom completed forms should be returned by March 30, 1977.
Robert W. Horan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

RICHMOND UPON THAMES
(London Borough of)
ARCHDEACON CAMBRIDGE'S C.E. (AIDED) JUNIOR SCHOOL
The Green, Twickenham, Middlesex
(Founded 1832. New buildings 1969.)
Required in September, TEACHER for LOWER JUNIORS. Please state special abilities and interests.
Forms (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the School by 30th March.

RICHMOND UPON THAMES
(London Borough of)
ST. JOHN THE BAPTIST C.E. JUNIOR SCHOOL
Lower Teddington Road, Hampton Wick KT1 4HQ
Two teaching posts have become available at the above school from September, 1977. This is a two-form entry school with excellent facilities and the applicants should be young, energetic and progressive in outlook and outlook, with an interest in boys' games, science, library and resources material.
Forms (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the School by 29th March.

SHROPSHIRE
EDUCATION COMMITTEE
FARLOW C.E. PRIMARY SCHOOL
Cleobury Mortimer, Kidderminster, Worcs.
TEACHER required from beginning of Summer Term. Middle Juniors. Music an advantage. Three-class school.
Application forms (send stamped addressed envelope) available from County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

UNEMPLOYED TEACHERS required for voluntary curriculum development work in RELIGIOUS EDUCATION.—Details Religious Education Adviser, Room 20, Church House, 90 Deansgate, Manchester.

Appointments in Scotland

BORDERS
REGIONAL COUNCIL
PRIMARY SCHOOL
Promoted Post
HEAD TEACHER
BURNFOOT? [illegible] PRIMARY SCHOOL
Hawick
(Responsibility Payment £1,203 per annum)
This is a new semi-open plan school located in the town of Hawick.
TEACHING POST
TEACHER OF THE NURSERY CLASS
PARKSIDE PRIMARY SCHOOL
Jedburgh
(Mr. E. Fotheringham, Head Teacher, Jedburgh 3316)
Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells TD6 0SA, with whom applications should be lodged not later than 31st March, 1977.

Middle School Education

Headships

WARWICKSHIRE
APPOINTMENT OF HEAD
GOODYERS END MIDDLE SCHOOL
Bowling Green Lane, Bedworth, Nuneaton
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of this Group 5 School (264 on roll) with effect from September, 1977.
On receipt of a stamped addressed envelope, application form and further details may be obtained from the County Education Office, 22 Northgate Street, Warwick, CV34 4SR, to whom completed forms should be returned by 25th March, 1977.

Deputy Headships Senior Masters/ Mistresses

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
COOMBE ROAD FIRST AND MIDDLE SCHOOL
Coombe Road, Brighton
Required September, 1977:
DEPUTY HEAD of this Group 7 school.
Relocation Grants Scheme in approved cases.
Application forms and further particulars available from Mr. J. Lyn Jones, Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP, for return not later than April 4.

County of Cleveland

PRIMARY SCHOOL

SCALE 2 POST

NORTHGATE JUNIOR SCHOOL,
Wilton Lane, Guisborough, Cleveland

Required for September, 1977, a suitably experienced teacher to be responsible for a lower junior teaching area within the school and also able to make a major contribution to the development of Creative Work throughout the school. Expertise is essential in at least two of the following: Art, Display, Drama, Movement.
Financial assistance with household removal expenses is available in approved cases.
Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application, and completed application forms should be submitted direct to the Head Teacher within 10 days of the appearance of this advertisement.

Metropolitan Borough of Rochdale

Education Department

Matthew Moss Middle School

Head Teacher

Group 7

Applications are invited from suitably qualified and experienced teachers for the Headship of the above named school, currently housing 600 pupils on roll between the ages of 10 and 13.

Requests for application forms and further details (please enclose foolscap stamped addressed envelope) should be made to the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, Middleton, Manchester M24 4EA, to whom they should be returned by 4th April, 1977.

MIDDLE
Deputy Headships
continued

HAMPSHIRE
[illegible] LANE MIDDLE SCHOOL, Hilary Avenue, Cosham, Portsmouth [illegible]
DEPUTY HEADTEACHER Group 7. Required from September, 1977.
Stamped addressed envelope to Head for details. Closing date 8th April.

MERTON
(London Borough of)
EDUCATION COMMITTEE
[illegible] MIDDLE SCHOOL
West Barnes Lane, Raynes Park S.W.20
Headmaster: Mr. G. H. Pickford
Applications are invited from TEACHERS with suitable experience for the post of DEPUTY HEAD for appointment in September 1977.
This is a Group 7 mixed Middle School for pupils aged nine to 13 years.
London Allowance (£402). Legal expenses (up to £300) and assistance towards removal expenses will all be considered where appropriate.
Application forms and further details available from the Headmaster, on receipt of a stamped addressed envelope, to whom the forms should be returned by 1st April 1977.

MERTON
(London Borough of)
EDUCATION COMMITTEE
ST. CATHERINE'S R.C. MIDDLE SCHOOL
Grand Drive, West Wimbledon SW20 9NA
Headmistress: Mrs. P. C. Carroll B.A.
Applications are invited from suitably qualified and experienced TEACHERS for the post of SENIOR MASTER/MISTRESS for September 1977 in this Group 8 school. Applicants should be practising Catholics who are willing to take a full part in the life and organisation of this Middle School of over 560 boys and girls (aged nine to 13 years).
London Allowance (£402). Legal expenses (up to £300) and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmistress, on receipt of a stamped addressed envelope, to whom the forms should be returned by 1st April 1977.

By Subject Classification

Art and Design

Heads of Department

SUFFOLK
COUNTY COUNCIL
STOKE-BY-NAYLAND MIDDLE SCHOOL
(520 boys and girls aged 9-13)
Headmaster, I. H. Lindsley, B.Sc.
Required for September, 1977, HEAD of ARTS and CRAFTS (Scale 2) to be responsible for the organization of these subjects throughout the school.
Readvertisement—previous applicants need not reapply.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Stoke-by-Nayland Middle School, Stoke-by-Nayland, Colchester, Essex.

English

Heads of Department

SUFFOLK
COUNTY COUNCIL
STOKE-BY-NAYLAND MIDDLE SCHOOL
(520 boys and girls aged 9-13)
Headmaster, I. G. Lindsley, B.Sc.
Required for September, 1977, HEAD of ENGLISH (Scale 2) to be responsible for the organization of this subject throughout the school.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Stoke-by-Nayland Middle School, Stoke-by-Nayland, Colchester, Essex.

Other Posts on Scale 2 and above

WILTSHIRE
AVON MIDDLE SCHOOL
Devizes Road, Salisbury
(Group 6; 9-13 years)
Scale 2 Post
Required for September, 1977, experienced class TEACHER for older children and to be responsible for ENGLISH throughout the school.
Ability to assist with the teaching of French an advantage.
Application forms and further details from the Headmaster on receipt of foolscap stamped addressed envelope.

Physical Education

Scale 1 Posts

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
ST. BEDE'S R.C. MIDDLE SCHOOL
Rosemary Street, Mansfield, Notts NG19 6AA
Headmaster, H. Gray, M.A. (Mixed; 467; nine to 13)
As from summer term TEACHER (Scale 1) of GIRLS' PHYSICAL EDUCATION and DANCE.
Please state subsidiary subjects.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

Other than by Subject Classification

Scale 1 Posts

EALING
(London Borough)
EDUCATION SERVICE
BETHAM C. OF E. MIDDLE SCHOOL
Oldfield Lane, Greenford, Middlesex
Applications are invited for appointment in September, 1977, from experienced Teachers for [illegible]
ASSISTANT TEACHER [illegible] middle school that opened in September, 1975. Age range 8 to [illegible]. An ability in one of more of the following would be an advantage: Science, Home Economics, [illegible] Boys Games. Applications [illegible] appointments considered.
£402 London Allowance.
Visits to the school are welcomed by arrangement with the Headteacher 01-578 8928.
In appropriate cases, subsistence, assistance may be given for legal fees for house purchase, removal expenses, and subsistence and travel expenses whilst looking for accommodation.
Application form (stamped addressed envelope) from the Headteacher to be returned by [illegible].

Secondary Education

Headships

BARNET
(London Borough)
Required for September, 1977
HEAD TEACHER.
CHRIST'S COLLEGE
Hendon Lane, Finchley, N3 [illegible]
Boys' three-form Grammar School
Roll 620
Tel.: 01-346 1607
Applications are invited from suitably qualified and experienced candidates. At present a Group [illegible] (£7,455 to £8,079 plus £[illegible] London Allowance). Christ's College will amalgamate with [illegible] School in September, 1978, to form a new Group XI five-form entry boys' comprehensive school. New buildings are under construction. The person appointed will be designated head teacher of the reorganized school.
In approved cases assistance may be given by way of [illegible] up to 100 per cent removal expenses and the payment of [illegible] allowances.
Further particulars and application forms obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL (stamped addressed envelope). Completed application forms should be returned by 4th April, 1977.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

PRIMARY SCHOOLS
DEPUTY HEADSHIPS

Dameane County Juniors (7-11)
Bowness Road, Langley, Middleton M24 4NU
Tel. 061-643 5024
Group 5
Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 5 school, currently having 275 pupils on roll.

Hollin County Juniors (7-11)
Waverley Road, Middleton M24 3JG
Tel. 061-643 5146
Group 4
Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 4 school, currently having 225 pupils on roll.

Greenbank County Primary (4-10)
Greenbank Road, Rochdale OL12 0HZ
Tel. Rochdale 47923
Group 8
Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 9 school, currently having 420 pupils on roll.

MIDDLE SCHOOLS

Langley High (11-14)
Windermere Road, Langley, Middleton, M24 4LA
Tel.: 061-643 9259
FRENCH
Scale 1
Required for Summer Term (April to July)
Temporary Teacher.

HIGH SCHOOLS

Balderstone Community (13-18)
Queen Victoria Street, Rochdale OL11 2NF
Tel.: Rochdale 49849
BIOLOGY
Scale 1
Required in September. Temporary for one year. Well equipped department offering established courses to C.S.E., 'O' and 'A' level. Applications from teachers seeking first appointments welcomed.

Siddal Moor High (11-13)
Newhouse Road, Hopwood, Heywood OL10 2NT
Tel. Heywood 69436
1. HUMANITIES
Scale 1
to work within integrated Humanities Team. Specialised maybe in Sociology, History or Geography. Interest in Resource Based Learning desirable. Applications from new entrants welcome. Required in September.
2. MATHEMATICS
Scale 1
Successful candidate would have classes in years 1-5.
Syllabus includes traditional and modern maths. Applications from new entrants will be welcome. Required in September.

Littleborough High (11-16)
Calderbrook Road, Littleborough OL15 0JQ
Tel. Littleborough 78866
HISTORY
Required for after Easter, Graduate teacher for History to 'O' and C.S.E. levels, Geography to C.S.E. level. Temporary appointment for one term would be considered. Applications for this post should be by letter immediately, to the Head of the school giving details of age, qualifications and experience, together with the names and addresses of two referees.

Roch Valley High (11-18)
Cornfield Street, Milnrow, Rochdale OL16 3DR
Tel. Rochdale 42495
MATHEMATICS
Scale 1
Required for May or September.
Subject taught at all levels. 22 studying Mathematics 'A' level in Lower Sixth.

Queen Elizabeth's High (14-18)
Boardman Fold Road, Alkrington, Middleton M241PR
Tel. 061-643 2643
CHEMISTRY
Required for 1st May. Second in Chemistry Department, Scale 2. Graduate to teach Chemistry to C.S.E., 'O' and 'A' level.
Applicants should be prepared to take responsibility for technology course leading to C.S.E. for less academic pupils.
Applications should be by letter immediately to the Head of the School, giving details of age, qualifications and experience together with the names and addresses of two referees.

Cardinal Langley R.C. (Boys) Grammar (11-18)
Rochdale Road, Middleton, Manchester M24 2GL
Tel. 061-643 4009
Required for September, 1977.
1. HEAD OF ENGLISH
Scale 4
2. MUSIC
Scale 1
Examination work for suitably qualified candidate. Help with choir/band an advantage. Please state supplementary subject(s).

SPECIAL SCHOOLS

Brownhill (All Age) (Mixed Maladjusted)
Heights Lane, Rochdale OL12 0PZ
Tel. Rochdale 48990
Scale 1
Required for September, 1977, at this all age school for 50 maladjusted children. Experience with Music and/or Drama an advantage though not essential.
For additional information please contact the Headmaster, Mr. R. G. Collinge.

For Primary and Special School posts, application forms are available from the Chief Education Officer, Education Department, Municipal Offices, Middleton, Manchester M24 4EA.
For High Schools, unless otherwise stated, forms are available from the Head of the School.
Applications for forms must be accompanied by a foolscap stamped addressed envelope and on completion returned to the Head of the School.

Closing date: Monday, 4th April, 1977.

West Glamorgan County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service. An asterisk before the school name indicates a Social Priority School.

Headship

Moesmarchog Primary, Dyffryn Cellwen, Neath
This is a Group 4 School with a mixed pupil enrolment of 116 in the age range 4-11 years. (Post Ref. 5P9/1.3.77.)

Deputy Headships

Cwmtawe Comprehensive, Pontardawe, Swansea
This is a Group 13 School with a mixed pupil enrolment of 1,920 in the age range 11-18 years. (Post Ref. 4S13/2.3.77.)

Gnoll Junior, Neath
This is a Group 5 School with a mixed pupil enrolment of 217 pupils in the age range 7-11 years. (Post Ref. 5P13/3.3.77.)

Pengelli Primary, Grovesend, Swansea
This is a Group 3 School with a mixed pupil enrolment of 124 in the age range 3-11 years. (Post Ref. 3P24/4.3.77.)

Secondary Schools

GERMAN
*Mynyddbach Comprehensive (Girls) (1,500 on roll) (Age Range 11-18), Heol Ddu, Treboeth, Swansea
To 'O' and 'A' level, some Junior ENGLISH and/or FRENCH. Scale 3. (Post Ref. 3S16/5.3.77.)

LATIN
*Mynyddbach Comprehensive (Girls) (1,500 on roll) (Age range 11-18), Heol Ddu, Treboeth, Swansea
Also ENGLISH to Junior forms Scale 2. (Post Ref. 3S16/9.3.77.)

Primary Schools

Trallwn Junior (Mixed) (365 on roll) (Age Range 7-11) Glan-y-Wern Road, Trallwn, Llansamlet, Swansea
Scale 3. (Post Ref. 4P14/7.3.77.)

Cwmrhydyceirw Primary (Mixed) (540 on roll) (Age Range 4-11), Maes-y-Gwernen Road, Cwmrhydyceirw, Morriston
Scale 3. (Post Ref. 4P15/8.3.77.)

Application forms and further details of specific posts are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference.

Closing date. The closing date for the receipt of completed application forms is Friday, 1st April, 1977.
John Beale, Director of Education, Education Department, Princess House, Princess Way, Swansea.

SECONDARY
Headships
continued

EALING
(London Borough)
EDUCATION COMMITTEE
ELTHORNE HIGH SCHOOL
Cranmer Avenue, West Ealing, W.13
HEAD TEACHER required for September 1977.
Applications are invited from suitably qualified and experienced candidates for the HEADSHIP of this Group 12 (Mixed) Comprehensive School.
Salary Head Teacher (Group 12) plus London Allowance £402 and Social Priority Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.
Application form and further details of the post from Chief Education Officer, Education Offices, Hadley House, 79/81 Uxbridge Road, W5 5SU (stamped addressed envelope, please).

HAMPSHIRE
REGENT'S PARK GIRLS' SCHOOL
Group 11
Applications are invited for appointment to the HEADSHIP of this 12-16 girls' comprehensive school from January, 1978.
The pattern of Secondary Education in Southampton is neighbourhood Comprehensive Schools (12 to 16 years) and open-access Secondary Colleges (16-19 years).
Further particulars and application forms may be obtained by sending a stamped addressed envelope to: The Area Education Officer (SW1), Southampton Area Education Office, Arundel Towers North, Portland Terrace, Southampton SO9 4XE.
Closing date for applications: 5th April, 1977.
Assistance with removal expenses in approved cases.

LIVERPOOL
Applications are invited for the following posts. Forms and further particulars are obtainable from (stamped addressed envelope) the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ, and should be returned by 28th March to the person indicated.
HEADTEACHER
GROUP 10
£7,767 by £156(4) to £8,391
AIGBURTH VALE GIRLS COMPREHENSIVE SCHOOL
Required for January, 1978; 824 pupils on roll, including 63 in Sixth Form. Quote reference P&M 5H(b) and return forms to Director of Education (address above).
HEADTEACHER
GROUP 8
£6,801 by £156(4) to £7,425
ST. MARGARET CLITHEROW R.C. GIRLS SECONDARY SCHOOL
Required for September, 1977. 483 pupils on roll. Quote reference P & M 10(1)(b) and return forms to the Reverend Dean Mangan, St. Charles Presbytery, Aigburth Road, Liverpool 17.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required September, 1977:—
HEATH PARK SCHOOL
Prestwood Road, Wolverhampton
HEAD TEACHER
(Group 13)
Applications are invited from well qualified and experienced TEACHERS for the post of HEAD TEACHER of this co-educational 11-18 comprehensive school, opened in 1974 with 1,500 pupils on roll, and a developing Sixth Form.
Application forms and further details are available from the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DU, to whom they should be returned within 14 days of this advertisement. (Stamped addressed envelope, please.)

Deputy Headships Senior Masters/Mistresses

BARKING
(London Borough of)
MAYESBROOK COMPREHENSIVE SCHOOL
(Roll 1,430)
Cannington Road, Dagenham
Required September, 1977:
SECOND MASTER / MISTRESS, Group 12. Well qualified and experienced teacher for this senior post in this co-educational comprehensive (11 to 18 years) school on three sites.
Salary range £6,300-£6,924 plus £312 per annum Supplement.
London Addition £402 per annum; Social Priority Schools Allowance.
Reimbursement of removal expenses in approved cases.
Application forms and further details available (stamped addressed envelope) from The Headteacher returnable by 1st April, 1977.

BERKSHIRE
ALFRED SUTTON BOYS' SCHOOL
Crescent Road, Reading RG1 5SH
FIRST DEPUTY HEAD (Group 10) required for September, 1977, for this comprehensive school of 950 boys.
The successful candidate will join the senior management team concerned with the full range of school organisation and activities.
There will be a particular responsibility for discipline and the leadership of a strong team of Year Heads.
Lodging allowance and removal expenses schemes in operation.
Application forms and further details from the Headmaster. Closing date, 4th April.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
CALDER HIGH SCHOOL
(1,190 on roll)
Brier Hey Lane, Mytholmroyd, Hebden Bridge HX7
Required from August, 1977, experienced TEACHER for the post of HEAD OF LOWER SCHOOL (Senior Teacher Scale) with responsibility for the welfare and academic progress of Years 1, 2 and 3 in this well-established neighbourhood comprehensive school.
Further details and application forms obtainable, on receipt of a stamped addressed foolscap envelope, from the Headmaster to whom completed forms should be returned by 1st April, 1977.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
PENRYN SCHOOL
Helston Road, Penryn TR10 8PZ
(11 to 16 age group; comprehensive; 955 on roll; mixed)
Headmaster, H. Bower, B.Sc.
DEPUTY HEADSHIP—Group 10.
Applications are invited for the post of DEPUTY HEAD for the summer or autumn term, following the promotion of the present deputy to a Headship.
The school is in excellent modern buildings, serving a rural catchment area. Sixth form provision is made at present by Falmouth School with whom close liaison is established.
This post is one of two deputies concerned with school organization and development. Applicants should be well-qualified and have substantial teaching experience (preferably including comprehensive), and will be responsible for curriculum development and administration.
Further details are available from the Headmaster, to whom applications should be forwarded (including a full curriculum vitae, and a letter of application) within two weeks of the appearance of this advertisement.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

COVENTRY (City of)
BINLEY PARK MIXED COMPREHENSIVE SCHOOL
(1,660 on roll)
Required September.
A well qualified and thoroughly experienced TEACHER as Administrative Master/Mistress with particular responsibility for the timetable and examinations procedures, and curriculum development within the Humanities area. S.T. Scale.
Closing date 10 days after appearance of advertisement. Canvassing disqualifies.
Further details from the Headmaster. Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster of the school, Brandon Road, Coventry CV3 2AT.

CROYDON
(London Borough of)
MONKS HILL HIGH SCHOOL
Farnborough Avenue, South Croydon, CR2 8HD
Tel: 01-657 8935/6
Head: Mr W. H. Johnson, M.A.
Tenable: 1st September 1977.
DEPUTY HEAD for this 11 to 16 Comprehensive High School of 1,270 boys and girls. The major responsibilities in this post are for curriculum, timetable and staffing.
The school opened in 1970, is purpose-built and has excellent facilities. Both existing Deputies are taking up Headships in April.
Previous applicants who wish to be considered for this post are asked to write to the Headmaster.
Salary, Burnham Scale Group 11 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher of the above address by 25th March 1977.

CUMBRIA
EDUCATION COMMITTEE
EDEN SCHOOL
Carlisle
(Comprehensive 11-16 Mixed Roll 213. Group 0)
Required for September. DEPUTY HEAD
Applications are invited from suitably qualified and experienced candidates.
Applications and further particulars from the Head, Eden School, Rickerby, Carlisle CA3 9AA, to be returned by 1st April, 1977.

DEVON
DIXNAM COUNTY SECONDARY
Higher Ranscombe Road
DEPUTY HEADTEACHER required September, 1977, for Group 9 school.
Application forms, and further details, available from and returnable to Headmaster by April 1, 1977.

EAST SUSSEX
COUNTY COUNCIL
ST. RICHARD'S SECONDARY SCHOOL
Ashdown Road, Bexhill-on-Sea.
Required for September at this co-educational Roman Catholic School (to be reorganized as an 11 to 18 (Group 8) comprehensive from September, 1977). SECOND MASTER/MISTRESS to undertake special responsibility for boys' welfare and discipline.
Full details and application forms obtainable from the Headmaster at the school. Closing date for applications, 4th April, 1977.

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
FALMER HIGH SCHOOL
Lewes Road, Falmer
Required September: DEPUTY HEAD of this group 13 co-educational comprehensive high school (sixth form of 160), who will be involved in all aspects of school management and organisation.
Relocation grants scheme in approved cases.
Application forms and further details from Mr J. Lyn Jones, Area Education Officer, Royal York Buildings, Old Steine, Brighton, for return by 31st March.

ESSEX
LATTON BUSH COMPREHENSIVE SCHOOL
(Roll 1,259)
Southern Way, Harlow
Telephone: Harlow 32201/2/3
DEPUTY HEAD
Group 12 plus London Fringe Allowance. Applications are invited from TEACHERS with substantial experience in the comprehensive field, for the post of Deputy Head from September, 1977. The vacancy is due to the retirement of the present Deputy Headmistress. This is a well-established eight-form entry mixed comprehensive school, opened in 1958.
The successful applicant will share in the organization, management and leadership of the school and, in association with the pastoral heads, have general oversight of the welfare of the girls.

SOUTHEND HIGH SCHOOL FOR GIRLS
(Roll 767; Group 10)
Southchurch Boulevard
Southend-on-Sea
Telephone: Southend 588053
DEPUTY HEAD
GRADUATE essential for this four-form entry girls' grammar school with Sixth Form of 170, on retirement of present holder who has held the post since 1965. The person appointed will share the duties with the other Deputy Head. Good organizational ability, a desire to help with pastoral concerns and a willingness to involve oneself in all school activities needed. Preference given to applicants between the ages of 35 and 45.
Please state subject(s) offered. Previous applicants need not re-apply.

ALEC HUNTER HIGH (11 to 18 MIXED COMPREHENSIVE) SCHOOL
(Roll 1,070)
Stubbs Lane, Braintree
Telephone: Braintree 21813
SECOND MASTER/MISTRESS
Required for September SECOND MISTRESS/MASTER (DH Scale) with a special interest in the curriculum. Duties would include being responsible for the welfare of the girls and with the Headmaster and Deputy Head being a member of the policy making team. The school is an established Group 11 comprehensive with a Sixth Form of 100, and is situated in pleasant surroundings, on one site and in modern buildings.
Closing date for applications, 4th April, 1977.

BEAUCHAMPS SCHOOL
(Roll 1,370)
Beauchamps Drive, Hill Avenue, Southend Road, Wickford, SS11 8LY
Tel.: Wickford 5466/5467/5408
SECOND DEPUTY HEAD
Required for September, 1977, for this Group 12 Mixed Comprehensive School.
Closing date for receipt of applications: 31st March, 1977.

COUNTY HIGH SCHOOL
(Roll 1,350)
(Co-Educational) 11-18
Comprehensive)
Audley End Road
Saffron Walden
Tel.: 27083
HEAD OF UPPER SCHOOL
(Senior Teacher Scale)
Required for September, 1977, following the promotion of the present holder to a Deputy Headship in the school, a well-qualified, experienced graduate to take daily charge of the academic progress, and the pastoral care and discipline of some 650 students in Years Four, Five, Six and Seven.
Courses in C.S.E. and G.C.E. 'O' and 'A' levels are well established. The school is situated in most attractive rural surroundings some 40 miles from London and 10 miles from Cambridge.

ST. HELENA SCHOOL
(Group 11 mixed comprehensive)
Sheepen Road, Colchester
Tel.: Colchester 72263
HEAD OF LOWER SCHOOL
(Senior Teacher)
Required September, experienced TEACHER with drive and initiative to have responsibility for coordinating the pastoral and academic development of pupils and the day to day administration of the Lower School. Closing date 1st April, 1977.
Application forms and further particulars may be obtained from the Head of the school concerned to whom completed application forms should be returned.

GLOUCESTERSHIRE
LONGLEVENS SECONDARY SCHOOL
Paygrove Lane, Longlevens, Gloucester
(Mixed: 640 on roll)
Required for September, DEPUTY HEAD (Group 9). The successful candidate will share in all aspects of school management, organization and curriculum development.
Apply (no forms) with full curriculum vitae and names/addresses of two referees by 1st April, 1977.

GWENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for 1st September, 1977. Applications are invited from qualified TEACHERS for the following vacancies:
CWMCARN COMPREHENSIVE SCHOOL (11 to 18)
SENIOR MASTER / MISTRESS (Group 9). Applicants should be well qualified with the experience of teaching in a comprehensive school.
The successful applicant would play a full part in the administration of the school and be responsible for the welfare and discipline of the girls.
HAFOD-Y-DDOL JUNIOR COMPREHENSIVE SCHOOL
Nantyglo
(11 to 14)
SECOND MASTER / MISTRESS (Group 7). GRADUATE preferred to share the teaching of HISTORY and to be responsible for the general welfare and discipline of the girls.
Application forms obtainable from the Director of Education, Education Department, County Hall, Cwmbran, Gwent NP4 2XG, on receipt of a stamped addressed envelope should be returned to the Headmaster of the school concerned by 2nd April, 1977.
Successful applicants will be required to submit a satisfactory medical report on appointment.

HAMPSHIRE
OAK FARM SCHOOL
Chaucer Road, Farnborough
Comprehensive Mixed 11 to 16,
Number on roll 900
Required for September: SECOND MASTER/MISTRESS for this Group 10 purpose-built comprehensive school.
Letter of application, nominating [illegible] referees, to Headmaster [illegible] addressed envelope for details.

London Borough of Sutton

SUTTON MANOR HIGH SCHOOL FOR BOYS
(Manor Lane, Sutton)

Deputy Headteacher

Applications are invited for the post of Deputy Headmaster of Sutton Manor High School Boys to commence duties on 1 September, 1977. Vacancy due to retirement. This is an 11 to 18 selective school admitting 90 boys annually.

Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL. (S.A.E. please). Closing date 7 April, 1977.

KENT County Council
Education Department

DARTFORD DIVISION

Dartford Grammar School for Boys
(Group 10)
Founded 1579

Applications are invited for the post of

HEAD TEACHER

from the beginning of the Autumn Term 1977. The Authority is looking for a well-qualified and experienced candidate for this boys' selective school with a long and distinguished academic tradition. The current roll is 855 including 123 Sixth Form pupils. Forms of application and further details (s.a.e. please) may be obtained from the Divisional Education Officer, Essex Road, Dartford, to whom completed applications should be returned by 1st April, 1977.

North West Area

The Bramston School
Spinks Lane, Witham. Tel. Witham 512911
(Roll 1,460)

Second Master/Mistress

Salary: Deputy Head Group XI

An experienced and versatile teacher is sought for this vacancy, caused by promotion of the present holder to a Headship.

This established comprehensive school is entering upon a period of consolidation and stabilisation after rapid growth.

Further details can be obtained from the Headmaster.
Closing date 1st April, 1977.

Essex County Council

Castle Point & Rochford

The Park School
Rawreth Lane, Rayleigh, Essex.

Opened in 1975, this school will be admitting a third year intake of eight forms in September, when the following appointments will begin. It is a purpose built comprehensive school provided with many features to aid the development of a stimulating and structured curriculum. Library, resource centre and lecture theatres are central to departments provided with study area and carrels. Music room, laboratories and workshops are interesting and individual.

SCALE TWO POSTS

ASSISTANT HEADS OF LOWER SCHOOL. Two appointments, providing in conjunction with the Head of Lower School the pastoral help for children in first to third year.

HEAD OF LOWER SCHOOL HUMANITIES. Responsible for the foundation course in the first three years. Modern accommodation necessitates team approach.

SCALE ONE POSTS

CRAFT, DESIGN & TECHNOLOGY: Interest in use of metal and modern materials.

MUSIC: Range of instruments is being taught already.
SCIENCE: Biologist preferred, with experience of Integrated Science Courses.

Candidates should apply by letter to the Headmaster as soon as possible, quoting two referees and relevant facts.

Essex County Council

Education Department

Maylands School for Girls (Roll 730)
Broadstone Road, Off Albany Road, Hornchurch, RM12 4AJ.

Required September 1977

Headteacher

for this 5 F.E., Group 9 Girls' Comprehensive School situated in modern buildings on one site. The vacancy has arisen due to the retirement of the present Headteacher.

There is a scheme for removal expenses.

Havering

Application forms and further details available (SAE please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, RM1 3DR, to be returned by Monday 28th March, 1977.

County of Cleveland

SECONDARY SCHOOL
HEAD TEACHER

BRUNNER SCHOOL (GROUP 10)
(Roll 1000), Billingham

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of this 11-16 Comprehensive school. The vacancy arises owing to the promotion of the present Head Teacher with effect from 1st September, 1977.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, and should be returned not later than 8th April, 1977.

SECONDARY
Deputy Headships continued

HERTFORDSHIRE COUNTY COUNCIL
EAST HERTS DIVISION
DIVERSMEAD SCHOOL, College Road, Cheshunt, Herts. 11 to 18 all ability, 810 pupils (mixed).
DEPUTY HEAD TEACHER Group 10 (plus London fringe allowance) from September 1977

Applications are sought for the post of Deputy Head (curriculum). This includes sharing with the Head and the Deputy Head (Pastoral) in the senior management of the school, taking special responsibility for the curriculum including curriculum development, supervising the academic consultative structures of the school, care of probation teachers and students and planning the timetable.

The successful applicant will have demonstrated successful teaching and organising abilities and an understanding of the issues of the whole curriculum beyond the confines of their own specialist subject. An appropriate advanced professional qualification would be of advantage.

Further details can be obtained by writing to the Headmaster to whom application should be sent by 29th March, including full curriculum vitae and the names and addresses of two referees.

HERTFORDSHIRE
PARMITER'S SCHOOL
High Elms Lane, Garston, Watford (Voluntary Aided)
Required September, experienced GRADUATE to be SECOND MISTRESS/MASTER with special responsibility for girls' welfare and discipline: based wholly in Hertfordshire.

Parmiter's is at present a selective Grammar School in London (625 boys). The Secretary of State has recently approved the Governors' Proposal for the school to carry out a phased move to Garston (just north of Watford), where it will be five-form entry, all-ability and mixed.

The school will open in Garston in September this year with a First Form only (150 pupils). The London school will finally close in July, 1981. Voluntary Aided status will be retained. Salary Deputy Head Scale Group 10 plus London fringe allowance (£180).

Apply to Headmaster at Parmiter's Grammar School, Approach Road, London E2 9LZ, giving curriculum vitae, main subject(s) and names of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION

ST. JOHN'S R.C. COMPREHENSIVE SCHOOL
Rochester Road, Gravesend
SECOND MASTER or MISTRESS (Group 10)
Required for Easter, 1977, or as soon as possible.

St. John's is a 6-form entry mixed school reorganised as an 11 to 18 comprehensive in 1974. There are about 770 pupils on roll and it is expected that this will grow in three years to over 1,000, including 150 in the sixth form.

The school is housed in two modern buildings on one site and an extension to complete the Upper School will be ready early in 1977.

The Governors wish to appoint an experienced teacher who, while having proven administrative and organising ability, will be prepared to make the major contribution in the Pastoral sphere. This is an excellent opportunity for someone who is dedicated and enthusiastic to influence the development of a growing school. Some teaching will be expected but the subject offered is of less importance than the other requirements.

Forms and further details from the Headmaster, completed applications to be returned to the Chairman of the Governors, Canon R. Mundy, 124 Parrock Street, Gravesend, by the 28th March, 1977. Readvertisement.

LEICESTERSHIRE
GARENDON BOYS HIGH SCHOOL
Thorpe Hill, Loughborough (A Leicestershire Plan 11 to 14 Middle School)
Head: Mr J. A. Farrigan B.A. Group 9

DEPUTY HEAD from August

There will be considerable scope for exercising initiative and influencing future development. Post vacant due to promotion of present deputy head. It is expected that the school will become co-educational in the near future.

Details from the Head (stamped addressed envelope) to whom applications (no forms) must be sent giving full particulars and the names and addresses of two referees by 29th March.

LIVERPOOL
SPEKE SIXTH COMPREHENSIVE SCHOOL, Central Avenue, Liverpool, L24 9JD
Require for September: DEPUTY HEAD TEACHER, Group 11

Salary £6,500 x £150 etc to £6,921. 1,062 pupils on roll including nine in Sixth Form. Forms and further details obtainable from (stamped addressed envelope) and returnable to the Director of Education, 14 Sir Thomas Street, Liverpool, L1 6BJ. Closing date 29th March. Quote reference PT/MHB/cp.

NORTH YORKSHIRE
(County of)
RICHMOND SCHOOL
Co-educational Comprehensive 11 to 18-plus, 1,385 pupils, sixth form 175
Required for September 1977 — HEAD OF MIDDLE SCHOOL—SENIOR TEACHER. To be responsible for the welfare and progress of years 2 to 4 (approximately 750 pupils) and to make an appropriate contribution in the senior management of the school.

Vacancy arises through promotion of present holder to the Deputy Headship of a Comprehensive School.

Previous applications will be considered.

Applications with curriculum vitae and the names of two referees (and stamped addressed envelope if you require an acknowledgement) should be sent as soon as possible to the Headmaster, Richmond School, Darlington Road, Richmond, North Yorkshire.

NORTH YORKSHIRE
(County of)
SELBY SECONDARY SCHOOL
(1,150 pupils, mixed)
Required for September, 1977 — SECOND MISTRESS / MASTER (Group 10) to be responsible for Girls' Welfare and discipline and for curriculum development.

Details and application forms available from (stamped addressed envelope please) and returnable to the Headmaster, Selby Secondary School, Abbot's Road, Selby, North Yorkshire YO8 8AT.

REDBRIDGE
(London Borough of)
FAIRLOP HIGH SCHOOL
Forest Road, Hainault, Ilford IG6 3HB
Head Designate: Mr. D. J. George, M.A.

An experienced and well-qualified TEACHER is required for September 1977 as DEPUTY HEAD or SECOND Master/Mistress (depending on the experience and qualifications of the successful candidate) of this new 11 to 18 mixed comprehensive school (Group 10) which will open in September, 1977 by the amalgamation of two well-established secondary modern schools.

The appointed candidate will play a full part in management and policy decisions, in shaping the structures of the new school and will have specific responsibility for curriculum co-ordination and the timetable.

The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to Central London and the Essex countryside. Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Outer London Allowance is payable.

Further particulars of the post and application forms can be obtained from: John Fordham, B.A., Chief Education Officer, Education Office, 365/459 High Road, Ilford, Essex.

Closing date for receipt of applications is April 1, 1977.

SUFFOLK
COUNTY COUNCIL
BURY ST. EDMUNDS COUNTY UPPER SCHOOL
Group 11

1,900 boys and girls aged 13 to 18. A DEPUTY HEAD is required for September, 1977, after the promotion of the present holder to a Headship. A well qualified applicant is sought who will take a leading role in the school's senior management team. He/she should have an interest in curriculum development and timetabling, and should have extensive pastoral and administrative responsibilities in school.

Please send stamped addressed envelope for further particulars and a form of application, which should be returned at the latest by 28th March to the Headmistress, County Upper School, Beetons Way, Bury St. Edmunds, Suffolk.

SURREY
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton
Required September, 1977, or earlier.

Applications are invited for the post of DIRECTOR OF STUDIES (on Senior Teacher Scale) in this Group 11, six-form entry Boys' High School. Intending applicants should be well qualified, having not less than 10 years' teaching experience. The successful candidate will be expected to share in the formulation of major School policy together with the Headmaster and Deputy Headmaster. Other responsibilities will include timetabling, supervision of the Sixth Form, and the general administration of examinations.

The vacancy arises due to the promotion of the present holder to a Deputy Headship.

Applications to the Headmaster in the first instance.

Metropolitan Borough of Rochdale

SECONDARY SCHOOLS
Deputy Headships

Required for September, 1977

WARDLE HIGH SCHOOL (11-16) GROUP 10
Applications are invited from suitably qualified and experienced teachers for the Deputy Headships of this new 11-16 High School, which will ultimately have 800 pupils on roll. There are two posts available.

BROADFIELD UPPER SCHOOL (13-16) GROUP 9
Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this 13-16 Upper School, to be newly established in September 1977.

Application forms and further details (please enclose a foolscap stamped addressed envelope) are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, Middleton, Manchester M24 4EA, to whom they should be returned by Monday, 28th March 1977.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977: HEATH PARK SCHOOL (Group 12)
HEAD OF MIDDLE SCHOOL (Years Two and Three)

Experienced GRADUATE for this post at Senior Teacher scale. Experience of departmental organisation and management, together with curriculum planning, important.

This Co-educational 11-18 Comprehensive school opened in 1971 with 1,600 pupils on roll and a developing Sixth Form.

It is intended that interviews for this post will be held early in May.

HEATH PARK SCHOOL
Headmaster: H. Post, B.A.
HEAD OF FIRST YEAR, Scale 4.
Suitably qualified and experienced TEACHER for the above post in this new 11-18 Mixed Comprehensive school, which opened in September, 1976. The person appointed will take complete charge of one whole year of pupils and will oversee and coordinate all aspects of their progress through the school.

Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DH, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope, please).

Remedial Posts
Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
PILGRIM SCHOOL
Brickhill Drive, Bedford
Group 13
Required for September, 1977, HEAD OF BASIC AND NON-EXAMINATION STUDIES (Scale 4). The Basic Studies Department caters for slow learning pupils and those who are retarded for a variety of reasons. There are between 30 and 60 pupils in each of the third, fourth and fifth years.

This is a very important post. Specialist training would be desirable, but considerable and successful experience of teaching slow learning pupils in the age group 13-16 is essential. The functions of this person will be to plan and coordinate all the Basic Studies work, particularly in the fourth and fifth years, and the non-examination teaching for pupils not in Basic Studies.

Application forms and further particulars obtainable from the Headmaster (stamped addressed envelope, please).

Completed forms should be returned as soon as possible and not later than 4th April, 1977.

DEVON
CROWNHILL SECONDARY SCHOOL
Crownhill Road, Plymouth
(Mixed 400 on roll)
Required for September 1977 a HEAD OF REMEDIAL DEPARTMENT, Scale 3, with particular responsibility for the teaching of Mathematics to the less able.

Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

ESSEX
THOMAS, LORD AUDLEY SCHOOL
(Roll 780 Mixed)
Monkwick Avenue, Colchester CO2 8NN
Tel.: Colchester 47911

HEAD OF REMEDIAL DEPARTMENT

Scale 3. Required for September, 1977, in this newly designated Comprehensive School.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HERTFORDSHIRE
BISHOP'S HATFIELD GIRLS' SCHOOL
(Number 551)
Woods Avenue, Hatfield
Hertfordshire
Group 10
Head, Miss M. Ashworth
Required in September, 1977, HEAD OF REMEDIAL EDUCATION to establish and develop Remedial Education in this former Grammar School, which will receive its first all-ability entrants next September. The person appointed will be expected to do some normal class teaching, preferably in Art and Craft. Scale 3 or 4, depending on experience and qualifications. Primary or Secondary School experience relevant.

Further details obtainable from the Headmistress, to whom applications should be sent enclosing curriculum vitae and names of two referees.

HILLINGDON
(London Borough of)
MELLOW LANE SCHOOL
Hewens Road, Hayes End, Hayes UB4 8JP
(Number on roll 1,197—138 in Sixth Form)
Head Teacher, O. O. Wellers, J.P., O.Sc.
HEAD OF REMEDIAL (Scale 4). The successful applicant will be required to lead an enthusiastic team of teachers engaged in Remedial Work in English and Mathematics. He or she should be able to make full use of available material in the well-equipped Remedial base and to apply his/her skills in a sympathetic manner to children with learning difficulties. The ability to liaise with other Heads of Department is essential.

Application forms from and returnable to the Head Teacher. Please enclose a stamped addressed envelope.

London Allowance payable. Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

REDBRIDGE
(London Borough of)
BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford IG4 5LP
Telephone: 01-550 2733
Head, Mr. M. J. Manuel, M.A.
Suitably qualified and experienced TEACHER of REMEDIAL EDUCATION required for September, 1977, to found and develop a new department. Either a Scale 3 or a Scale 4 will be available depending on the experience of the candidate. The successful applicant will also be required to teach English to pupils throughout the full range of ability in the lower school. Outer London Allowance is payable.

Further details and an application form may be obtained from the Headmaster at the school.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
KNUTTON C. SECONDARY SCHOOL
High Street, Knutton, Newcastle, Staffs.
(No. on roll 600)
(Age range 11 to 16 years)
(Group 9)
HEAD OF REMEDIAL DEPARTMENT (Scale 3) in this mixed Secondary School. Applicants will be expected to develop close relationships with other departments and advise generally on Remedial Studies.

Applications are invited for the above appointment which is vacant from September, 1977. Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before 1st April.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977 — VALLEY PARK SCHOOL
Headmaster, H. L. Lee, B.Sc., M.Ed.
HEAD OF BASIC SKILLS DEPARTMENT, Scale 1.

Valley Park is a new Group 11 comprehensive school opening in September with a first-year intake only.

A well-qualified and experienced TEACHER is required to lead and develop a department responsible for Remedial Compensatory Education and Basic Skills enhancement throughout the school.

Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DH, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope, please).

Other Posts on Scale 2 and above

BEDFORDSHIRE
NORTHERN AREA
PILGRIM UPPER SCHOOL
Brickhill Drive, Bedford
(Group 13)
Required for September 1977: TEACHER of BASIC STUDIES. A Scale 2 allowance is available for a suitably experienced person.

The Basic Studies Department caters for slow-learning pupils and those who are retarded for a variety of reasons. There are between 30 and 60 pupils in each of the third, fourth and fifth years.

Pilgrim School is situated in North Bedford and is an Upper School (Roll 1,370, Sixth Form 260) developing from a large and successful grammar school.

Please write immediately (stamped addressed envelope) to the Headmaster at the school for application form and further details. Completed forms should be returned as soon as possible and no later than 4th April 1977.

BRENT
(London Borough of)
AYLESTONE HIGH (MIXED) SCHOOL
Aylestone Avenue, NW6 7AD
(Roll 1,600, 11-18: 250 in Sixth Form, Multi-cultural; Social Priority; comprehensive school)
Headmaster: Brian Ferminer, B.A.
Required from September. All applicants are invited to visit the school informally.

TEACHER to assist within the COMPENSATORY EDUCATION DEPARTMENT (Scale 2). Vacancy due to promotion.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and referees.

CAMBRIDGESHIRE
CAMBRIDGE AREA
COTTENHAM VILLAGE COLLEGE
Required for September TEACHER to be responsible for REMEDIAL EDUCATION (Scale 2) for suitably experienced applicant.

This is an expanding 11 to 16 mixed comprehensive school of about 700 pupils, situated about six miles north of Cambridge.

Apply immediately by letter to the Warden, Cottenham Village College, Cambridge CB4 4UA (telephone Cottenham 50444) with full curriculum vitae and the names and addresses of two referees.

Closing date 1st April.

ESSEX
CHALVEDON COMPREHENSIVE (11 to 18)
(Roll 1,370)
Wickford Avenue, Pitsea, Basildon
Tel.: Basildon 553536

REMEDIAL

Required September, 1977, specialist to share in the work of lively Tutorial Department working with small groups on withdrawal basis. Scale 2 available for suitably qualified applicant, though first appointment considered. Outer London fringe allowance payable, possibility of rented accommodation.

Application forms and further particulars may be obtained from the Head of the School, to whom completed application forms should be returned.

Scale 1 Posts

BRENT
(London Borough of)
AYLESTONE HIGH (MIXED) SCHOOL
Aylestone Avenue, NW6 7AD
(Roll 1,600, 11-18: 250 in Sixth Form, Multi-cultural; Social Priority; comprehensive school)
Headmaster: Brian Ferminer, B.A.
Required from September. All applicants are invited to visit the school informally.

TEACHER to assist within the COMPENSATORY EDUCATION DEPARTMENT (Scale 1). Vacancy due to promotion.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and referees.

GLOUCESTERSHIRE
NEWENT SCHOOL
Newent, GL18 1QF
This well-established 11 to 18 Rural Comprehensive School (c 1,200 on roll) will have a vacancy in the REMEDIAL DEPARTMENT, Scale 1, for this September.

Interested teachers are invited to apply by letter (no forms) to the Headmaster as soon as possible (stamped addressed envelope for further details).

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BEDFORDS PARK SCHOOL
(Roll 1,152, Co-Educational)
Appleby Drive, Harold Hill, Romford RM3 7BJ
11-18 Comprehensive School sited on two sites linked by footbridge.
Required Summer Term, 1977, TEACHER for remedial groups in years one to three, teaching ENGLISH, MATHEMATICS, and/or SOCIAL STUDIES. S.P.A. Allowance payable.

There is a scheme for removal expenses.

Letters of application to Head Teacher giving full curriculum vitae and quoting two referees.

HERTFORDSHIRE
SIR JAMES ALTHAM SCHOOL
Little Oxhey Lane, Watford
(Roll 775 mixed all-ability)
Required April for one term only in the first instance, TEACHER of GENERAL SUBJECTS and REMEDIAL for the first years.

Apply in writing to Headmaster for further details.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SHEPWAY DIVISION
SOUTHLANDS SCHOOL
New Romney (founded 1610)
Southland's School is a developing 11-18 Comprehensive with about 1,500 boys and girls, taking all the children of Romney Marsh. New Romney is a pleasant historic town close to the sea.

There are extensive new buildings nearing completion and the school is set in ample playing fields.

A TEACHER is required for September, to help with the work of this Department mainly in the Lower School. There is some extraction work but most of the teacher's time is spent with one group of children. A Scale 2 post is available for a suitably experienced candidate.

Apply by letter to the Headmaster, giving details of qualifications, experience and interests, together with the names of two referees.

NORTHAMPTONSHIRE
RUSHDEN BOYS SCHOOL
Highfield Road, Rushden, Northants, NN10 9QD
Required September, 1977, ASSISTANT TEACHER, Scale 1, for Remedial Department to teach mainly ENGLISH and MATHEMATICS in the first and second years, plus groups on a withdrawal basis in the Upper School.

This is an expanding 11-18 Comprehensive School with an established Remedial Department.

Application forms and further details from Headmaster (stamped addressed envelope).

SANDWELL
(Metropolitan Borough of)
HOLLY LODGE HIGH SCHOOL
Holly Lane, Smethwick, Warley, West Midlands
Required for September, 1977: REMEDIAL TEACHER—Scale 2 post.

To be second in a growing department. New remedial suite scheduled for completion by September 1978.

Application forms and further details available from, and returnable as soon as possible to the Head Teacher at the School.

SHEFFIELD
EDUCATION
CHAUCER CAMPUS
Wordsworth Avenue, Sheffield, S5 8NH
An 11 to 18 Mixed comprehensive
Required for September 1977 an ASSISTANT TEACHER, Scale 1, to join a strong Remedial Department to work with pupils in the Upper School (14 to 16 years).

The person appointed will be required to teach ENGLISH and MATHEMATICS and either HISTORY or GEOGRAPHY. The school is housed in two buildings on the same site, together with a separate purpose built sixth form centre. An Adult Centre is located in the Upper School and forms an integral part of the Campus provision.

Forms of application may be obtained from the Head of Campus to whom they should be returned as soon as possible.

SOLIHULL
(Metropolitan Borough of)
THE ARCHBISHOP GRIMSHAW SCHOOL
Applications are invited for the following post at this all-ability 11-18 R.C. School which opened in 1970 with excellent purpose-built facilities. In September there will be about 1,050 students on roll including 80 in the Sixth Form. Ability and willingness to assist with the teaching of Religious Education is desirable.

ASSISTANT TEACHERS (Scale 1) of REMEDIAL SUBJECTS (ENGLISH and LANGUAGE SCIENCE, SOCIAL STUDIES (especially GEOGRAPHY), ENGINEERING DRAWING and METALWORK, HOME ECONOMICS).

Further details and application forms (stamped addressed envelope, please) available from the Headmaster, The Archbishop Grimshaw School, Kew Close, Cooks Lane, Chelmsley Wood, Birmingham B37 6NY.

SUTTON
(London Borough of)
GLASTONBURY HIGH SCHOOL FOR BOYS
Glastonbury Road, Morden, Surrey, SM4 6NZ
For Easter, 1977, an ASSISTANT for GENERAL SUBJECTS, with an ability to help the less able child in English and Mathematics, particularly in English. A Junior School trained teacher would be suitable for this post. The school has courses in C.S.E. and G.C.E. "O" and "A" level. An ability to help with games will be an advantage.

By Subject Classification
Art and Design
Heads of Department

DORSET
CORFE HILLS UPPER SCHOOL
Corfe Mullen, Wimborne
(Co-educational, Group 10)
Required September, 1977, TEACHER (Scale 3) to take responsibility for ART within the Creative Studies Faculty.

This Comprehensive School opened in September 1976 with 125 13-plus pupils and will expand to 820 pupils this September in the new purpose-built premises. The age range will then be 12 to 18 plus.

Assistance with removal and legal expenses.

Application forms and further details may be obtained from the Headmaster on receipt of large stamped addressed envelope, Corfe Hills School, King Street, Wimborne. Closing date 28th March, 1977.

STAFFORDSHIRE
COUNTY COUNCIL
BURTON AREA
HARPER SCHOOL
Horninglow Road, Branston, Burton upon Trent, Staffs.
Group 10
Headmaster, J. McLeish, B.A.
Required for September, 1977, HEAD OF ART DEPARTMENT (Scale 3). A high standard of painting and drawing has been achieved in this department and it is hoped to appoint a teacher who will be able to continue this tradition and develop other aspects of the subject.

This is a "split site" developing Comprehensive School with good facilities in both sections.

Further details and application forms are available from the Headmaster of the school on receipt of a foolscap stamped addressed envelope. Closing date Thursday, 31st March, 1977.

H. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent DE14 1NF.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977: VALLEY PARK SCHOOL
Headmaster: H. L. Lee, B.Sc., M.Ed.
HEAD OF ART DEPARTMENT Scale 3

A well qualified, experienced TEACHER is required to establish and develop the teaching of two and three-dimensional Art.

Valley Park is a new Group 11 Comprehensive school, opening in September with a first year intake only.

Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DH, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope, please).

Other Posts on Scale 2 and above

LANCASHIRE
LANCASTER ROYAL GRAMMAR SCHOOL
(Voluntary Aided 850 boys including 105 boarders and Sixth Form of 280)
Required for September 1977, GRADUATE (or equivalent) to teach ART throughout the school to "A" level. Ability to assist in out-of-school activities. Residential accommodation available rent free for a bachelor or married man prepared to undertake some boarding duties.

Scale 2 post for suitably experienced teacher.

Apply by letter, giving full curriculum vitae and the names of two referees to the Headmaster, The Royal Grammar School, Lancaster.

LEICESTERSHIRE
THOMAS ESTLEY COMMUNITY COLLEGE
Station Road, Broughton Astley, Leics.
Roll 299
3D Design up to Scale 3

TEACHERS to join team developing resource based learning.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
Required for September, 1977, TEACHER of ART with particular drawing and/or expertise in Textiles.

Application form and further details available from the Headmaster at the school. Stamped addressed envelope please.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SANDY UPPER SCHOOL AND COMMUNITY COLLEGE
(Co-educational, 13 to 18 years)
Engayne Avenue, Sandy, Bedfordshire SG19 1BL
Telephone 80761
Head, J. L. Trancombe, B.A., B.Sc. (Econ.)
Required for September, 1977, TEACHER of ART and some NEEDLEWORK, Scale 1, in an expanding new Upper School. The person appointed will be expected to foster links between Textiles and Fabric work throughout the school. Excellent facilities. Sixth form work commences in September.

Application forms (stamped addressed envelope) returnable if possible by 28th March, and further details obtainable from the Headmaster at the School.

BRENT
(London Borough of)
KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue, NW9 9JR
Situated in very pleasant surroundings.
Roll 1,705, 11 to 18, 270 in the Sixth Form.
Required from September or earlier if possible.

TEACHER of ART and DESIGN with a particular interest in Print Making and Graphics. The Art Department is involved in "A" level, "O" level and CSE examinations and in Mode III CSE Integrated Studies Courses.

A wide range of techniques and approaches is encouraged. Scale 1.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc. travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and referees.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
Bridgewater Hall
FACULTY OF CREATIVE STUDIES, ART

A TEACHER is required in September to join our Art staff in a rapidly growing department.

The Department is divided into three main areas—ceramics, fine art and printing, and applicants should be able to make a general contribution to the whole department as well as having an interest in developing specialist work in either ceramics, sculpture or fine art.

The department is housed in an attractive new suite of rooms.

The Stantonbury Campus is the first of a number of large comprehensive school campuses to be developed within the new city of Milton Keynes. Ultimately it will provide secondary education for 3,600 students in the age range 12-18, distributed through 4 schools. All schools will share the facilities of an extensive Central Resource Area on the site. In addition to their own provision. As a result of close cooperation with local authorities, a large Leisure Centre, Health Centre, Music Centre, Ecumenical Centre, Community College, Youth facilities, shopping and recreational facilities are all an integral part of the campus for shared use with the surrounding community.

The first of these comprehensive schools, Bridgewater Hall, opened in September 1974, with 240 first year students, now 1,380, and its first members have just gained their "A", "O" and CSE. Very strong and university places, wide career opportunities for learning the staff will develop as the Campus grows.

Help with housing may be available. Removal expenses payable in approved cases. Applications as soon as possible to Geoffrey Cooksey, M.A., Director, Stantonbury Campus, Stantonbury, Milton Keynes, MK14 6BN. Tel.: Milton Keynes (0908) 314466.

Full information will be sent immediately.

SECONDARY
Art and Design continued

CAMBRIDGE
THE KING'S SCHOOL
Ely
Required for September 1977 a MASTER or MISTRESS to assist with the teaching of Art throughout the School, including the preparation of Candidates for "O" and "A" level.

Salary in accordance with the Ely Salary Scale and applications, giving the names of two persons to whom reference may be made, should be addressed to the Headmaster, from whom further details may be obtained.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses
HELSTON SCHOOL
Church Hill, Helston TR13 8NL
(12-form entry: Group 13)
Headmaster A. S. Walcott, B.Sc., J.P.
ART and DESIGN—Scale 1
For September 1977, a TEACHER of ART. The appointment would be for one year.

Application forms and further details can be obtained from the Headmaster at the school (stamped addressed envelope please). Completed application forms should be returned to the school within 14 days of the appearance of this advertisement.

K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

GLOUCESTERSHIRE
LONGLEVENS SECONDARY SCHOOL
Paygrove Lane, Longlevens, Gloucester
Required for September, 1977, ASSISTANT TEACHER of ART (Scale 1) to teach the subject throughout the School.

Application by letter to the Head, together with the names of two referees.

HAMPSHIRE
OAK FARM SCHOOL
Chaucer Road, Farnborough
Comprehensive Mixed 11 to 16. Number on Roll 900.
Required for September, 1977, TEACHER of ART (including graphics) Scale 1.

Curriculum vitae, with stamped addressed envelope, to the Headmaster without delay.

HAMPSHIRE
THE JOHN HANSON SCHOOL
Croye Close, Andover
Comprehensive Mixed 11 to 18
Number on Roll: 912
Required for 1st September, 1977, Scale 1—ART/POTTERY.

Stamped addressed envelope to Head for details.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION

THE HUGH CHRISTIE SCHOOL
TEACHER required for Summer Term, 1977, for ART/DESIGN in this school offering excellent facilities.

Suitable for first appointment. For further details plus application form apply Headmaster, Hugh Christie School, Norwich Avenue, Tonbridge (stamped addressed envelope).

NORTHAMPTONSHIRE
RUSHDEN BOYS SCHOOL
Highfield Road, Rushden, Northants, NN10 9QD
Required September 1977 TEACHER of ART Scale 1 in this expanding 11 to 18 Comprehensive School.

Application forms and further details from the Headmaster (stamped addressed envelope).

WARWICK
THE KING'S HIGH SCHOOL FOR GIRLS
(Direct Grant/Independent Grammar School of 570 girls)
Required for September, 1977, well qualified TEACHER to share the teaching of ART and CRAFT throughout the school, including O and A levels.

Please apply to the Headmistress as soon as possible.

Classics
Heads of Department

GLOUCESTERSHIRE
STROUD HIGH SCHOOL FOR GIRLS
Voluntary Controlled Selective School
(670 Girls)
Required in September, 1977, GRADUATE to teach LATIN from the Second Year to the Upper Sixth and to organise the department. Cambridge Latin Course is used up to the Fifth Year for Ordinary level. Ability to teach Greek to Ordinary level would be an advantage. Scale 3 post.

Apply Headmistress.

Other Posts on Scale 2 and above

DEVON
STOKE DAMEREL HIGH SCHOOL FOR GIRLS
Keppel Place, Stoke, Plymouth
(870 on roll)
Required in September, 1977, or in June if available, a well qualified specialist CLASSICS TEACHER to take "O" and "A" level courses in Latin (Cambridge Classics Project at "O" level) and "O" level courses in Classical Civilization (JACT Project) and Greek literature in translation.

For suitably qualified applicant there may be an opportunity to teach Greek.

Application forms (stamped addressed envelope) from Headmistress returnable to her within 14 days.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
CHILWELL COMPREHENSIVE SCHOOL
Queens Road West, Chilwell, Beeston, Nottingham NG9 5AL
Headmistress, Mrs. A. M. M. Griffiths, B.A.
(Mixed, 1,580 (11 to 18))

For September, TEACHER (Scale 2) of LATIN to set up the teaching of this subject initially to examination forms. Ability and willingness to teach a second subject essential.

Applications (no forms) to the Headmistress, with names of two referees, as soon as possible.

Scale 1 Posts

SUTTON
(London Borough of)
THE JOHN FISHER SCHOOL
(R.C. VOLUNTARY AIDED)
Peaks Hill, Purley, Surrey CR2 3YP
Required September, 1977—CLASSICS Department—Well qualified young GRADUATE to teach Classics (Latin, Greek, Ancient History, Classical Civilization) to O and A and Scholarship level. Interest in teaching a broad range of ability essential. An ability to share in teaching of Religious Education, or to help with Games would be an advantage. Scale 1.

Applications to the Head Teacher with curriculum vitae and names and addresses of two referees.

CITY OF COVENTRY
ASSISTANT TEACHERS
required at:

CALUDON CASTLE BOYS' COMPREHENSIVE SCHOOL,
Axholme Road (1,570 on roll)
Required Autumn Term:
GEOGRAPHY specialist to work within the Humanities Department, Scale 1.

FOXFORD MIXED COMPREHENSIVE SCHOOL (Social Priority School), Grange Road (1,850 on roll)
Required Autumn Term or earlier if possible:
1. SCIENCE, bias toward Physics an advantage, Scale 1.
Required Autumn Term:
2. MATHEMATICS, Scale 1. Sympathy with unstreamed learning essential.

STOKE PARK MIXED COMPREHENSIVE SCHOOL,
Osna Road (890 on roll)
Formerly Girls' Grammar School, 8 F.E. in years 1-3 by September, 1977.
Required Autumn Term:
MATHEMATICS to 'A' level, modern maths in the main school. Scale 1.

TILE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL,
Nutbrook Avenue (1,840 on roll)
Required Easter, experienced for 1 term only:
NEEDLEWORK, Scale 1.

WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL,
Abbey Road (1,640 on roll)
The school stands in an attractive 60 acre site on the South East side of the city.
Required Autumn Term:
1. REMEDIAL, Scale 1. Teacher to work with groups and forms of 1st, 2nd and 3rd year pupils.
2. PHYSICS, and Nuffield Combined Science, Scale 1. Established courses at C.S.E. and 'O' level in Physics and Nuffield Combined Science, course is taught in mixed ability groups for the first two years.

CARDINAL WISEMAN R.C. GIRLS' COMPREHENSIVE SCHOOL (Social Priority School)
Potters Green Road (1,200 on roll)
Required Autumn Term or earlier if possible, Assistant Teachers from the following, each expected to teach at C.S.E., 'O' and 'A' level in well established dedicated departments having high expectations of the pupils.
1. GEOGRAPHY—interest in field work essential, Scale 1.
2. MATHEMATICS—knowledge of J.M.B. syllabus C desirable.
3. SCIENCE—interest in General Science to C.S.E. - ability to offer Physics or Chemistry to 'O' and 'A' level an advantage.
Closing date 10 days after appearance of advertisement. Canvassing disqualifies.

Apply by letter giving full details (age, qualifications, experience) with names and addresses of two educational referees to the Head Teacher of the School concerned, unless otherwise stated.

Commercial Subjects
Heads of Department

LIVERPOOL
ST. SWITHINS R.C. SECONDARY MIXED 3D SCHOOL
Croxteth Hall Lane, Liverpool, L11 4ND

Require for September HEAD of COMMERCE DEPARTMENT, Scale 2.

Forms and further details obtainable from (stamped addressed envelope) and returnable to the Headteacher at the school. Quote reference: PT/MH/cp.

SOLIHULL
(Metropolitan Borough of)
THE ARCHBISHOP GRIMSHAW SCHOOL
Applications are invited for the following post at this all-ability 11-18 R.C. School which opened in 1970 with excellent purpose-built facilities. In September there will be about 1,050 students on roll including 80 in the Sixth Form. Ability and willingness to assist with the teaching of Religious Education is desirable.

HEAD OF COMMERCIAL SUBJECTS (Scale 3). A growing department with excellent facilities.

Further details and application forms (stamped addressed envelope please) available from the Headmaster, The Archbishop Grimshaw School, Kew Close, Cooks Lane, Chelmsley Wood, Birmingham B37 6NY.

SUFFOLK
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich IP1 5JN
Headmaster designate: W. Horsfield, M.A., B.Sc. (Econ.)
HEAD of COMMERCE (Scale 3)
A well qualified TEACHER is required to lead this lively and successful department which enjoys excellent facilities in a suite of three specialist rooms. Courses in "O" level G.C.E., C.S.E. and R.S.A. in Commerce, Economics, Office Practice and Typing are well established.

The school is to become an 11 to 18 comprehensive school with an establishment of 1,450 in September 1977.

Application forms and details are obtainable from the Head at the school (stamped addressed envelope please) to whom applications should be returned not later than 10 days from the appearance of this advertisement. Previous applicants remain under consideration and need not re-apply.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for September, 1977:
CARDINAL WISEMAN R.C. SENIOR HIGH SCHOOL
Shernhall Street, London, E17 9RT
Head Teacher: Mr. A. Innes, M.Sc.
HEAD of COMMERCIAL STUDIES Scale 3
An experienced TEACHER of BUSINESS and COMMERCIAL STUDIES is required for this growing mixed R.C. Comprehensive Senior High School (1460 on roll, 14 to 19 years), to organise this flourishing and generously equipped department. Shorthand, Typing and Business Studies courses in operation at R.S.A., C.S.E. and "O" level and facilities exist for higher level studies.

Closing date April 1st, 1977.

Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Other Posts on Scale 2 and above

BARNET
(London Borough of)
CHRIST CHURCH C.E. SECONDARY SCHOOL
Hilton Avenue, Finchley, N12.
01-446 3240
Coeducational, Roll 450
Required September 1977, TEACHER of COMMERCE to be responsible for teaching of Commerce and Office Skills. Scale 2 for suitably qualified and experienced applicant.

In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.

Apply to Headmaster giving full details, and names and addresses of two referees (stamped addressed envelope).

Director of Educational Services.

BRENT
(London Borough of)
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, NW2
(Roll: 5471)
This new six form entry comprehensive school opened in September 1974, with only a first year and will have its fourth first year intake in September 1977. It is supplied with the most modern equipment and specialised accommodation in all departments. The school is situated in very pleasant surroundings and comprises a main three-storey block, Sports Hall, large playing field and self-contained staff area. A Sixth Form Block is to be built next year.

Required from September:
YEAR TUTOR for SECOND YEAR (Scale 3 available for suitably experienced and qualified TEACHER). Preferred main subject would be to introduce and be responsible for COMMERCIAL SUBJECTS. Alternative subjects which would be considered in connection with this post would be Careers, Music or Remedial.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and referees.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
FOREST LODGE SCHOOL
(Roll 1,680 Coeducational)
Lodge Lane, Collier Row, Romford RM5 2LD
(11 to 18 Comprehensive, situated in modern buildings on one site)
Required September, 1977 — TEACHER to join an expanding BUSINESS EDUCATION Department. Scale 2 post available for suitable applicant able to assume responsibility for Pitmans RSA and CSE typewriting and Shorthand courses and examinations. Specialist suite of rooms housed in the Upper School.

There is a scheme for removal expenses.

Letters of application to Head Teacher giving full curriculum vitae and quoting two referees.

NORTHAMPTONSHIRE
SCHOOL FOR GIRLS
Spinney Hill Road, Northampton NN3 1DG
Required for September 1977 well qualified and experienced TEACHER (Scale 2 or 3) to organise the teaching of BUSINESS STUDIES. The new school buildings provide superb facilities and for Business Studies there is a custom-built audio-typing room and office practice centre.

Application forms and further details from Headmistress (stamped addressed envelope).

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SANDY UPPER SCHOOL AND COMMUNITY COLLEGE
(Co-educational, 13 to 18 years)
Engayne Avenue, Sandy, Bedfordshire, SG19 1BL
Telephone 80761
Head: J. L. Trancombe B.A., B.Sc. (Econ.)
Required for September, 1977, TEACHER of COMMERCIAL SUBJECTS, Scale 1, in an expanding new Upper School which is setting up business courses for Sixth Form in September. Well equipped department including audio facilities. A knowledge of Pitman's Shorthand 2,000 is required.

Application forms (stamped addressed envelope), returnable if possible by 28th March, and further details obtainable from the Headmaster at the School.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
DENBIGH SCHOOL
Bletchley
(Mixed Comprehensive, approximately 1,050 on roll).
Required for September 1977, a TEACHER for TYPEWRITING and OFFICE PRACTICE.

This is a small but very successful department within the Humanities faculty. There is a fully equipped typewriting and office practice room. Courses leading to RSA, Pitmans and CSE are run for the 14 to 16 age group and also some sixth form work. Possibility of a little teaching in other subjects if candidates so desire. Bletchley is situated in the designated area of the new city of Milton Keynes. Subject to the County Council's regulations removal expenses up to £15R and board and lodging allowances will be payable.

The Development Corporation is making a number of houses for rent available to teachers appointed to schools within the designated area.

Application forms obtainable from the Head, Mr E. J. Corris M.A., Denbigh School, Cornwall Grove, Bletchley, Milton Keynes MK3 7HU on receipt of a stamped addressed foolscap envelope.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses
HEAMOOR COUNTY SECONDARY SCHOOL
Number on Roll: 680 Mixed
Headmaster, R. A. Moore, O.A.
COMMERCIAL SUBJECTS — Scale 1.
For September, 1977. Qualified TEACHER of COMMERCIAL SUBJECTS and TYPING, with some ENGLISH.

Further details and application forms obtainable from the Headmaster, Heamoor County Secondary School, Heamoor, Penzance, to whom they should be returned by April 1, 1977.

K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall TR1 3BA.

ESSEX
THE HARWICH SCHOOL
(Roll 1,500)
Hall Lane, Dovercourt
Telephone: Harwich 5272

COMMERCE

Required for September 1977, in this Comprehensive School, Group 12 (11 to 18 years) an ASSISTANT TEACHER for the COMMERCE DEPARTMENT. There are two well-equipped commerce rooms and a third room is planned in the current 10 form-entry Building Programme. The Department runs courses in Typing, Office Practice, and Commerce, in the fourth and fifth years, and includes Shorthand in a thriving one-year Commerce Course in the Sixth Form. An interest to teach all these subjects is desirable, but the ability to teach typing is essential. Pupils enter for R.S.A. and C.S.E. Examinations. First appointment applicants welcome.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
ECDARS SCHOOL
London Road, Alton, Hants.
11 to 18 Comprehensive Mixed
Number on Roll 900 plus 110 in Sixth Form.
Scale One, BUSINESS STUDIES (state other subjects) for September.

Stamped addressed envelope to Head for details. Housing accommodation in suitable cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION

CHARTHAM SECONDARY SCHOOL
(Co-educational—Roll 400)
Qualified TEACHER required from September, 1977, for Scale 1 post in TYPEWRITING and OFFICE PRACTICE. Present examination work is in R.S.A. Typewriting. Some teaching in another subject area is required.

Application forms and further details obtainable from the Headmaster of the School, Shalmsford Street, Chartham, Canterbury, Kent CT4 7QN.

SHEPWAY DIVISION

SOUTHLAND'S SCHOOL
New Romney
(founded 1610)
Southland's School is a developing 11 to 18 Comprehensive with about 1,500 boys and girls, taking all the children of Romney Marsh. New Romney is a pleasant historic town close to the sea.

There are extensive new buildings nearing completion and the school is set in ample playing fields.

A TEACHER is required for September to work in this growing Department which will move into new accommodation in September. The work is with senior pupils, including Sixth Form, and could include shorthand-typing, office practice, commerce, principles of accounts and possibly some Advanced level work.

An ability to offer a second subject might be an advantage.

Apply by letter to the Headmaster, giving details of qualifications, experience and interests, together with the names of two referees.

LONDON
HACKNEY FREE AND PAROCHIAL HIGH SCHOOL
Paragon Road E9 6NH
Tel. 985 8130
Church of England Voluntary-Aided Comprehensive
(Mixed School. No. on roll, 750)
Part-time (up to 0.5) TEACHER of TYPING and/or OFFICE PRACTICE required for September. Well-equipped department—established R.S.A. courses.

Forms of application and full details obtainable from the Headmaster.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL FOR GIRLS
Lake Road, Wimbledon, SW19 7HB
Headmistress: Miss H. D. Whale, M.A.
Telephone Number 01-946 2208
Roll: 760 girls, ages 13 to 18 years
TEACHER of BUSINESS STUDIES (Scale 1) required September 1977 in this comprehensive high school to work with 4th, 5th and 6th year girls. Subjects offered should include Typewriting, Commerce, Office Practice and Accounts.

London Allowance £402. Legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmistress, on receipt of a stamped addressed envelope, to whom the forms should be returned by 30th March, 1977.

NOTTINGHAMSHIRE
QUEEN ELIZABETH'S GIRLS' SCHOOL
Woodhouse Road, Mansfield, Notts
Voluntary Aided (comprehensive since 1976)
Roll September, 1977, 800 girls
Required for September, a qualified TEACHER of COMMERCIAL SUBJECTS in a growing Commerce/Economics department. Ability in other (typewriting, office practice and commerce for C.S.E. R.S.A. and Pitman examinations) is essential; shorthand, economics and/or some general subjects would be added advantages. A scaled post would be available for a candidate with successful experience.

Please apply (no forms) direct to the Headmistress at the school, enclosing a curriculum vitae, copies of not testimonials and the names of two professional referees.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for September 1977
WILLIAM MORRIS SENIOR HIGH SCHOOL
Gainsford Road, London, E17 6QD
Head Teacher: Mrs J. Dowell, B.Com., M.Phil.
COMMERCIAL STUDIES TEACHER for this Mixed Comprehensive Senior High School, 1070 on roll, 14 to 19 age range, to teach Commerce, Office Practice and Typewriting. The Business Studies Department offers courses throughout the age and ability range and opportunities will be available for new developments in the courses offered. Applications invited from First Appointment teachers.

Application forms obtainable on receipt of stamped addressed envelope from the Head Teacher.

WALSALL
METROPOLITAN BOROUGH
Education Committee

SECONDARY SCHOOLS

SARR BEACON COMPREHENSIVE SCHOOL
Old Hall Lane, Aldridge, Walsall.
Required for September, 1977.
HEAD OF MIDDLE SCHOOL, SCALE 4
The post entails responsibility for the academic progress, discipline and welfare of children in Years 3 and 4; involvement in the guidance work associated with option choice and careers work. This is a key senior staff position and requires a person of good academic qualifications and notable personal attributes.

ENGLISH TEACHER, SCALE 3
Second in Department. Experienced teacher to share in running a large department; teaching to 'A' level.

QUEEN MARY'S GRAMMAR SCHOOL
Sutton Road, Walsall.
Required for September, 1977.
GRADUATE TEACHER IN PHYSICS
to teach up to 'A' level in a strong and progressive department. Some teaching in Junior Combined Science could be offered. The post carries a scale 1 allowance and offers useful experience to a teacher seeking a first appointment. Applications with curriculum vitae and the names of two referees should be sent immediately to the Head Teacher at the school.

THE SHELFIELD SCHOOL
Broad Way, High Heath, Pelsall, Walsall.
TWO TEACHERS OF ENGLISH, SCALE 1
To teach at all levels. One teacher is required for Summer Term and the second one is required to start in September.

ALDRIDGE SCHOOL
Tynings Lane, Aldridge, Walsall
ENGLISH TEACHER
To teach in Years 1-5.
Required for 1st May, 1977, or as soon as possible. Aldridge School is a 10-form entry fully Comprehensive school with a large sixth form. The English Department is housed in a suite of 7 rooms and has regular access to a hall.

ST. THOMAS MORE R.C. COMPREHENSIVE SCHOOL
Bilston Road, Willenhall.
Required for the start of the Summer Term or as soon as possible after
TEACHER OF FRENCH, SCALE 1
Application forms obtainable from Rev. P. J. Taylor, St. Mary's, The Mount, Vicarage Walk, Walsall, to whom they should be returned as soon as possible.

SARR BEACON COMPREHENSIVE SCHOOL
Old Hall Lane, Aldridge, Walsall.
HOME ECONOMICS TEACHER, SCALE 1
Required as soon as possible to join an active and interesting Department. Candidates should also be able to teach Needlework to younger pupils.

Application forms obtainable from the Head Teacher, to whom they should be returned, unless otherwise stated.

PRIMARY SCHOOLS

ALLENS ROUGH CP SCHOOL
Off Essington Road, Willenhall.
HEAD TEACHER, GROUP 4
The school is scheduled for completion in September, 1977. Closing date for applications, 31st March, 1977.

OGLEY HAY JUNIOR SCHOOL
Great Charles Street, Brownhills, Walsall WS8 6AE
HEAD TEACHER, GROUP 5
Post vacant following the retirement of the present Head. Closing date for applications, 31st March, 1977.

LANE HEAD NURSERY SCHOOL
High Road, Lane Head, Willenhall WV12 4JP
HEAD TEACHER, GROUP 2
Post vacant following the retirement of the present Head. Closing date for applications, 8th April, 1977.

Application forms and further particulars are available from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall, WS1 1DQ.

SECONDARY
Commercial Subjects continued

Domestic Subjects

Heads of Department

COVENTRY (City of)
[illegible] SCHOOL AND COMMUNITY COLLEGE
(1,200 on roll)
(new [illegible] entry establishment pleasantly sited in city outskirts)
Required September, or earlier if possible, following promotion of holder to Schools Council Project, HOME ECONOMICS ORGANISER, I.C. Lecturer 2, for management of resources and programmes of activities in former Home Economics in School and Community in the eastern suburbs of the City. Further details available from Head.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head of the school, Princethorpe Way, Coventry CV3 2QD.
Closing date, 10 days after appearance of advertisement. Canvassing disqualifies.

CROYDON
(London Borough of)
[illegible] HIGH SCHOOL FOR GIRLS
The Crescent, Croydon CR0 2HY
Tel: 01-684 [illegible]
Head, Mrs. H. E. Green, B.Sc.
Tenable: 1st September, 1977
Required in September, a HEAD of HOME ECONOMICS in this Comprehensive School for Girls of 11 to 18. The successful candidate will be responsible for the teaching of Home Economics to "A" and "O" level and for C.S.E. Housecraft. An ability to teach Needlework would be an advantage. This is a large department with good modern equipment and accommodation.
Salary, Burnham Scale 3 or 4 according to qualifications and experience with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 25th March, 1977.

ESSEX
THE HARWICH SCHOOL
Hall Lane, Dovercourt
(Roll: 1,600)
Tel: Harwich 6273
HEAD OF HOME ECONOMICS
Required for September, 1977, an experienced qualified TEACHER to take charge of the whole Department, housed in modern well-equipped rooms (four Cookery and two/three Needlework) adjacent to the Art Department area. Courses exist to C.S.E. and "O" level. There is ample room for development within the Design Faculty and in Sixth-form General Studies. An interest in Homemaking and Child Care would be an advantage. A scale 3 post is available for a suitably experienced candidate.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
COUNTY COUNCIL
TEWKESBURY SCHOOL
Required for September, an experienced TEACHER as HEAD of NEEDLECRAFT. Scale 3. In the department of Home Economics. Well-equipped specialist accommodation.
Further information and application forms obtainable from the Headmaster, Tewkesbury School, Newtown, Tewkesbury. Enclose stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
MOUNTBATTEN SCHOOL
St. Albans Road, Hemel Hempstead. (Group 9, 730 pupils, 11 to 19, all-ability)
Required for September 1977 HEAD of HOME ECONOMICS Department to take charge of this subject which is taught to C.S.E. and "O" level. Two well-equipped rooms located between the Art and Craft and Needlework Departments. Opportunities for future developments.
Scale 3 with £160 Fringe Allowance.
Letters to Headmaster.

SOLIHULL
(Metropolitan Borough of)
THE ARCHBISHOP GRIMSHAW SCHOOL
Applications are invited for the following post at this all-ability 11-18 R.C. School which opened in 1970 with excellent purpose-built facilities. In September there will be about 1,050 students on roll, including 80 in the Sixth Form. Ability and willingness to assist with the teaching of RELIGIOUS EDUCATION is desirable.
HEAD of HOME ECONOMICS (Scale 3). Open plan, well equipped suite of rooms. Established course in the fifth and sixth forms.
Further details and application forms (stamped addressed envelope please) available from the Headmaster, The Archbishop Grimshaw School, Row Close, Cooks Lane, Chelmsley Wood, Birmingham, B37 6NY.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
THORNHILL SCHOOL
(Group 12)
Thornholme Road, Sunderland, Tyne and Wear SR2 7NA
Required for September, 1977: HEAD of HOME ECONOMICS (Scale 3).
Application forms, obtainable from the Headteacher on receipt of a stamped addressed foolscap envelope, to be returned to her by 1st April, 1977.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
L. A. Bloom, Chief Executive.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEALANDS HIGH SCHOOL
Sundon Park Road, Luton, LU3 3AL
Headmaster: Mr. H. H. Ellis, B.A.
Required for September, 1977, TEACHER for DOMESTIC SCIENCE, Scale 2, to be responsible for courses up to G.C.E. "O" level and C.S.E.
The school is a mixed comprehensive school with 1,750 pupils aged 11 to 16, housed in modern buildings on the northern outskirts of the town.
Some assistance with accommodation may be possible.
Application forms obtainable from the Headmaster, to be returned as soon as possible (stamped addressed envelope please).

BRADFORD
SAINT JOSEPH'S COLLEGE
(Direct Grant Grammar School, 1,000 girls, Sixth Form 300)
ECONOMICS TEACHER required for September, 1977, to join a department teaching to "O" and "A" level.
Application forms available from the Headmistress, Saint Joseph's College, Bradford BD5 7AP.

ESSEX
THOMAS LORD AUDLEY SCHOOL
Monkwick Avenue, Colchester
(Roll [illegible])
Tel: Colchester [illegible]
HOME ECONOMICS
Scale 2. Required for September, 1977, TEACHER for HOME ECONOMICS and NEEDLEWORK to teach to C.S.E. and "O" level. Ability to teach "Child Care" an advantage.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
ASHFORD
DUNCAN BOWEN SCHOOL
(Boys and Girls, roll 1,250)
Required September, 1977, or earlier, if possible, HOME ECONOMICS TEACHER, Scale 2 for applicant capable of taking examination work and acting as second in Department of three.
Applications to Headmaster at the school, Stanhope Road, Ashford.

LINCOLNSHIRE
[illegible] SECONDARY SCHOOL
Mill Lane, Tattershall
Lincoln, LN4 4PN
(Group 6, Roll 500 plus)
TEACHER required for September or earlier (the vacancy arises on 13th June) for HOME ECONOMICS including NEEDLEWORK. Scale 2 offered for suitably qualified and experienced candidate able to take full responsibility for the subject.
Applications will be considered from less experienced candidates including probationers (Scale 1).
Courses lead to C.S.E. at present. Accommodation is very modern and well equipped. School is set in pleasant rural area.
Stamped addressed envelope to Headmaster for application form.
Closing date: 1st April 1977.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
HARLINGTON UPPER SCHOOL
Harlington, Dunstable, Beds
(Nine-Form-Entry Co-educational 13 to 18)
Required September, 1977 — ECONOMICS and NEEDLECRAFT TEACHER, Scale 1, to teach both subjects to "O" level and C.S.E. An interest in child development courses would be an advantage.
The school is purpose-built and is in its third year of development.
Application form and further particulars available from the Headmaster at the school (Stamped addressed envelope, please). Closing date 30th March, 1977.

BERKSHIRE
NEWLANDS COUNTY SECONDARY SCHOOL
Farm Road, Maidenhead
For September, a TEACHER to assist in HOME ECONOMICS and NEEDLEWORK DEPARTMENT of this girls' comprehensive, roll 1,000. Candidates should be able to teach throughout the age and ability range. London Fringe Allowance £150, lodging allowance and removal expenses schemes in operation.
Forms and further details from the Headmistress (stamped addressed envelope). Closing date 28th March.

BRADFORD
SAINT JOSEPH'S COLLEGE
(Direct Grant Grammar School: 1,000 girls, Sixth Form 300)
HOME ECONOMICS TEACHER required for September, 1977, to join a department teaching to O and A level.
Application forms available from the Headmistress, Saint Joseph's College, Bradford BD5 7AP.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
Bridgewater Hall
FACULTY OF DESIGN FOR LIVING (DOMESTIC STUDIES)
A TEACHER is required in September to join our DOMESTIC STUDIES team in a rapidly growing department. Applicants should be able to work generally in food and fabrics with younger students and to offer specialist work in Home Economics in Fourth, Fifth and Sixth Form examination courses. The Department is housed in an attractive new suite of rooms.
The Stantonbury Campus is the first of a number of large comprehensive school campuses to be developed within the new city of Milton Keynes. Ultimately it will provide secondary education for 4,500 students in the age range 12 to 19, distributed through three schools of 1,500 students each. All the schools will share the facilities of an extensive Central Resource area on the site in addition to their own provision. As a result of close co-operation with local authorities, a large Leisure Centre, Theatre, Music Centre, Health Centre, Ecumenical Centre, Community College, Youth Centre, shopping and recreational facilities are all an integral part of the campus for shared use with the surrounding community.
The first of these comprehensive schools, Bridgewater Hall, opened in September 1974, with 300 students (now 1,000) and the first members have just gained their "A", "O" and C.S.E. successes and university places. Very wide career opportunities for teaching staff will develop as the campus grows.
Help with housing may be available. Removal expenses payable in approved cases.
Application as soon as possible to Geoffrey Cooksey, M.A., Director, Stantonbury Campus, Stantonbury, Milton Keynes, MK14 6BN. Tel. Milton Keynes (0908) 314466.
Full information will be sent immediately.

BUCKINGHAMSHIRE
BEACONSFIELD CHILTERN DIVISION
BEACONSFIELD HIGH SCHOOL
Wattleton Road, Beaconsfield
Headmistress: Miss E. A. Taylor, B.A.
Number on roll: 730 Girls
Required for the beginning of the summer term an experienced, fully trained TEACHER of COOKERY to teach the subject to C.S.E. "O" and "A" levels (Oxford Board). Scale 1 post.
Teachers who would be free to take the post in September would be considered.
Removal expenses up to £150 payable in approved cases.
London area fringe allowance of £150 in addition to Burnham salary.
Apply by letter to the Headmistress, giving details of training, experience and the names of three referees.

CROYDON
THE OLD PALACE SCHOOL
(600 girls, Direct Grant, independent)
Required for September, 1977, GRADUATE to teach HOME ECONOMICS to Ordinary and Advanced level.
This is a flourishing department. Applications with the names of two referees should be sent as soon as possible to the Headmistress, Old Palace School, Old Palace Road, Croydon, CR0 1AX.

DERBYSHIRE
EDUCATION COMMITTEE
WOODLANDS SCHOOL
Blenheim Drive, Allestree, Derby DE3 2LW
Required for September 1, 1977, an ASSISTANT TEACHER for HOME ECONOMICS. This could be a Scale 2 post depending on qualifications and experience. Work will mainly be in the field of nutrition and cookery with a possibility of some involvement in Needlework.
Applicants will be expected to teach at least to "O" Level, and opportunity exists for "A" level teaching.
Application forms and further details will be sent on receipt of a stamped addressed envelope to the Headmaster.

DEVON
KINGS TAMERTON SECONDARY SCHOOL
Trevithick Road, St Budeaux, Plymouth
(628 on roll)
Required for a temporary or permanent appointment from April, a DOMESTIC SCIENCE NEEDLEWORK TEACHER, Scale 1.
Application forms (stamped addressed envelope) from Headmaster returnable to him within 14 days.

DURHAM
COUNTY COUNCIL
ST. LEONARD'S R.C. COMPREHENSIVE SCHOOL
Durham
(seven to eight form entry)
(1,250 on roll)
NEEDLEWORK. Salary Scale 1. Well-qualified TEACHER required for September, 1977, to teach to G.C.E. "O" level standard.
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, County Hall, Durham.
Closing date for applications, 4th April, 1977.

EAST SUSSEX
HOVE AREA
PORTSLADE COMMUNITY COLLEGE
Comprehensive Mixed 11 to 18
Number on Roll 1,400
Sixth Form 130
Required for September owing to increased numbers, TEACHER of FABRICS (Scale 1), to teach the 11 to 13 age group.
Applications by letter (no forms) including curriculum vitae and names of two referees, to: The Principal, Portslade Community College, Chalky Road, Portslade, BN4 2WS.
Closing date 25th March.

ESSEX
ST. PETER'S HIGH SCHOOL
(Roll 1,440; 11 to 18 mixed)
Burnham-on-Crouch
Telephone: Maldon 782377
HOME ECONOMICS
Required for September 1977 ASSISTANT TEACHER for HOME ECONOMICS specialising in Cookery with an interest in Child Care.
Applications by letter, stating special interests and quoting names of two referees to the Headmaster at the school as soon as possible.

HAMPSHIRE
EGGARS SCHOOL
London Road, Alton
(11 to 16 Comprehensive Mixed—number on roll 900, plus 180 in Sixth Form)
For September.
Scale 1—HOME ECONOMICS emphasis on Needlework. Stamped addressed envelope to Head for details.
Housing accommodation in suitable cases.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE FRANCES BARDSLEY SCHOOL
(Roll 1,170 Girls)
Brentwood Road, Romford RM1 2RR
(11 to 18 Comprehensive, 140 in Sixth Form)
Required September, 1977 — TEACHER of HOME ECONOMICS—COOKERY. The successful applicant will be based in the Lower School, but will assist in teaching to G.C.E. Ordinary level and CSE. Post is suitable for a recently qualified teacher.
There is a scheme for removal expenses.
Letters of application to the Headmistress giving full curriculum vitae and quoting two referees.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead
957 mixed, 180 in Sixth Form
For September qualified PERSON for DOMESTIC SCIENCE at all levels. Ability to take some Needlework useful. The Department has ancillary help and colleagues giving warm support to a beginner.
Apply to Headmaster within 10 days.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
[illegible] SECONDARY SCHOOL
Carnation Road, Strood, Rochester
Required from September, 1977, TEACHER for HOME ECONOMICS to join a Technical Department offering a full programme which includes home craft, child care, needlework, design, art and craft for girls and boys. Excellent facilities with partial open-plan area which allows flexible organisation and block grouping. Applications from students about to complete their training will be welcome.
Please apply to Headmaster giving full details, two referees.
SWALE DIVISION
THE LADY CAPEL SECONDARY SCHOOL FOR GIRLS
London Road, Faversham
Required for September, TEACHER of NEEDLEWORK. Interest in wider aspects of Home Economics an advantage.
Forms of application available from the Headmistress at the school to whom they should be returned by 25th March.
DOVER DIVISION
SANDWICH SECONDARY
Dover Road, Sandwich
(Group 10)
Required, September 1977, TEACHER for HOME ECONOMICS to work throughout the age and ability range to C.S.E. Some experience of Child Care Course desirable.
Applications to the Headmaster at the school.
ASTOR SECONDARY
Astor Avenue, Dover
(Group 11)
Required for September, 1977, a TEACHER of HOME ECONOMICS mainly for junior forms. This post should be very suitable for a newly qualified teacher.
Applications to the Headmaster at the school.

KNOWSLEY
METROPOLITAN BOROUGH OF
[illegible] COMPREHENSIVE SCHOOL
Cumber Lane, Whiston, Prescot, Merseyside L35 2XG
(1,100 boys and girls, 11 to 18)
For May 1977: DOMESTIC SCIENCE, Scale 1.
Apply by letter to Head[illegible]

LINCOLNSHIRE
SPALDING HIGH SCHOOL FOR GIRLS
Burnham Scale 1, £2,565-£4,056
(540 on roll)
For April 20th. Temporary TEACHER for HOME ECONOMICS for 1 term only, to teach throughout the School to "O" and "A" level.
Apply giving full particulars and names of referees to the Headmistress, The High School, Stonegate, Spalding, as soon as possible.

LIVERPOOL
HOLY [illegible] COMPREHENSIVE SCHOOL
Queens Drive, Liverpool L15 6XZ
Require for September or Summer Term ASSISTANT SCALE 1 for HOME ECONOMICS.
Food and Nutrition are predominant requirement although some Needlecraft could be arranged.
Forms and further details obtainable from (stamped addressed envelope) and returnable to the Headteacher at the School. Quote reference [illegible].

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for September, 1977
STANFORTH SCHOOL
Thetford
Scale 1—HOME ECONOMICS to C.S.E. and "O" level.
Application forms may be obtained by sending a stamped, foolscap envelope to the Area Education Officer, Southern Area Education Office, Canterbury Way, Thetford, Norfolk IP24 1HA.

NORTHAMPTONSHIRE
KINGSWOOD SCHOOL
Gainsborough Road, Corby
Northants NN18 9NS
Required, September, or earlier, well qualified TEACHER (Scale 1) to play a key role in teaching PHYSICS at all levels in this mixed comprehensive school (11 to 18 years).
Application form and further details from Headmaster (stamped addressed envelope).

NOTTINGHAMSHIRE
QUEEN ELIZABETH'S GIRLS' SCHOOL
Woodhouse Road, Mansfield, Notts
(Voluntary aided, comprehensive since 1975)
(Roll September 1977, 600 girls)
Required in September, a qualified TEACHER to share in the work of the expanding HOME ECONOMICS DEPARTMENT, which provides courses in cookery, needlework and child care. Applicants should indicate the direction of their interests and also whether they could contribute to some teaching of general subjects in the school.
Please apply (no forms) direct to the Headmistress at the school, enclosing a curriculum vitae, copies of any testimonials and the names of two professional referees.

SOLIHULL
(Metropolitan Borough of)
THE LANGLEY SCHOOL
Kineton Green Road, Olton, Solihull
Mixed (Group 9 All-ability: 11 to 16)
HOME ECONOMICS TEACHER (Scale 1)
A versatile Teacher of Home Economics required for September 1977. Able to take Cookery and Needlework to examination level. An interest in Child Care would be advantageous.
Application forms from Headmistress (please enclose stamped addressed envelope).

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for September, 1977
WARWICK [illegible] HIGH SCHOOL
Brooke Road, London, E17 9HJ
Head Teacher: Mrs. K. Stephens
NEEDLEWORK TEACHER (one year appointment due to secondment) for this Girls Comprehensive High School (600 on roll: 11-14 years). Excellent accommodation and equipment.
Closing date 1st April, 1977.
Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
FERNDALE SECONDARY SCHOOL
Ferndale Road, Swindon
Head Teacher: Mr E. H. Smith, B.Sc., M. Phil.
(Group 6, Number on Roll 750)
Temporary Qualified TEACHER, Scale 1 (two posts) for HOME ECONOMICS DEPARTMENT to teach NEEDLEWORK, home economics and other subjects. Ability to teach games an advantage. Appointments for summer term only (18th April to 31st August, 1977) in this 11 to 14 comprehensive school.
Letter of application as soon as possible to the Head Teacher.

Economics

Other Posts on Scale 2 and above

BIRMINGHAM 6
KING EDWARD'S GRAMMAR SCHOOL FOR BOYS
Frederick Road, Birmingham 6
(Voluntary aided: 870 boys)
Required for September: GRADUATE to take charge of a successful and expanding Sixth Form ECONOMICS DEPARTMENT and to teach some Lower School History.
Apply by letter to the Headmaster (D. W. Hawley, M.A.) giving details of qualifications, experience, interests and ability to help with sport and extra-curricular activities, with the names and addresses of two referees.

Scale 1 Posts

BIRMINGHAM 6
KING EDWARD'S GRAMMAR SCHOOL FOR BOYS
Frederick Road
(Voluntary Aided) 870 boys
Required for September, GRADUATE to take charge of a successful and expanding sixth form ECONOMICS DEPARTMENT and to teach some lower school HISTORY.
Apply by letter to the Headmaster, D. W. Hawley, M.A., giving details of qualifications, experience, interests and ability to help with sport and extra-curricular activities, with the names and addresses of two referees.

ESSEX
STANWAY COMPREHENSIVE SCHOOL
Winstree Road, Stanway, Colchester
(Roll: 1,200)
Tel: Colchester [illegible]
ECONOMICS
Required for September TEACHER of ECONOMICS to "O" and "A" level.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
WYMONDHAM COLLEGE
Wymondham, NR18 9SZ
Co-Educational Boarding School of 700 Pupils plus [illegible] Day Pupils
Required for April or September, 1977:—
Scale 1 MASTER or MISTRESS to teach ECONOMICS and able to offer some help in another sphere. A temporary appointment for the Summer Term would be considered.
Applications, for September, from newly qualified applicants welcome.
There is limited free accommodation for married applicants and free residential accommodation for unmarried applicants in return for residential duties.
Apply to: The Warden, [illegible], Esq., B.Sc., Wymondham College, Wymondham, Norfolk, stating the names of two referees and enclosing stamped addressed envelope.

English

Heads of Department

CROYDON
(London Borough of)
FAIRCHILDES HIGH SCHOOL
Fairchildes Avenue, New Addington CR0 0AH
Tel: Lodge Hill [illegible]
Head: Mr. J. C. Blackburn, B.Sc.
Tenable: 1st September, 1977.
HEAD of ENGLISH to be responsible for the subject throughout this 11 to 18 Comprehensive School. Good facilities include the library, staffed by a qualified Librarian. The Drama Studio could be within the aegis of an interested candidate. Enthusiasm and an ability to lead a large department are required. The present holder of this post has taken up another senior position within the school.

CROYDON
(London Borough of)
ST. ANDREW'S C. OF E. SCHOOL
Warrington Road, Croydon CR0 4BH
Telephone: 01-686 [illegible]
Tenable, September 1, 1977
HEAD OF ENGLISH
Applications are invited from suitably qualified and experienced TEACHERS for the above post.
The successful applicant will be entirely responsible for the subject in the age range 11 to 16 years and should be willing to take a leading part in the preparation of students for the G.C.E. "O" level and the C.S.E. examinations.
The school is closely linked to the life of St Andrew's Church and sympathy towards the Christian way of life will be considered an advantage.
Salary—Burnham Scale 3 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by April 22, 1977.

DEVON
BARNE BARTON SECONDARY SCHOOL
Roberts Road, St. Budeaux, Plymouth
(280 on roll)
Required September, 1977, a HEAD of ENGLISH and DRAMA Department, Scale 3.
The post carries responsibility for the development of Drama.
Excellent stage and drama facilities.
C.S.E. work in language and literature is well developed.
Application forms and further details from the Headmaster return able to him within 14 days.

GLOUCESTERSHIRE
NAUNTON PARK SECONDARY SCHOOL
Naunton Lane, Cheltenham
HEAD of ENGLISH (Scale 3)
A suitably qualified and experienced TEACHER required in September to be responsible for the organisation and development of the English Department.
Application form and further details from the Headmaster to whom they should be returned by the end of March. Enclose stamped addressed envelope.
Previous applicants will be reconsidered.

HEREFORD AND WORCESTER
EVESHAM HIGH SCHOOL
Four Pools Road, Evesham, Worcs
HEAD of ENGLISH DEPARTMENT, Scale 4.
Required for Easter 1977 or September 1977, a suitably qualified specialist TEACHER to be HEAD of the ENGLISH DEPARTMENT. Evesham High School is a 10-form entry 13 to 18 comprehensive school with a developing sixth form of more than 100 students.
The school has well developed courses in a wide range of subjects to C.S.E., "O" level and "A" level standards and the English Department has a sound tradition of examination success. The vacancy arises from the retirement of the present holder of the post. Applicants should be enthusiastic and well qualified with good recent experience and proven ability at all teaching levels.
Application forms obtainable from and returnable to the Headmaster on receipt of a stamped addressed envelope.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
HUCKNALL NATIONAL COMPREHENSIVE SCHOOL
Annesley Road, Hucknall
Nottingham NG15 7DB
Headmaster, N. E. C. [illegible], B.A.
Mixed: 750 (11 to 16)
For September, GRADUATE in GEOGRAPHY (Scale 2) (responsible for this subject within the Humanities Department). Experience of C.S.E. and G.C.E. examinations essential.
Applications (no forms) to the Headmaster, with names of two referees.
Closing Date: 28th March, 1977.

SHEFFIELD
EDUCATION COMMITTEE
ST. PETER'S R.C. SCHOOL
[illegible] Road, Sheffield S5 0AJ
(an 11 to 16 comprehensive)
Required for September, 1977 — HEAD of DEPARTMENT POST, Scale 4, with the dual responsibility for ENGLISH and Curriculum Development. Vacancy due to present holder gaining a deputy headship.
Application forms, and further details relating to the school and the position are obtainable from the Headmaster. Completed forms should be returned to the Secretary to the Governors, [illegible], c/o St. Peter's R.C. School at the above address, within [illegible] days of this advertisement.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Re-advertisement
WESTWOOD HIGH SCHOOL
Westwood Hall, Leek, Staffs.
(Number on Roll [illegible], Age-range 11 to 18 years, Group 11)
HEAD of ENGLISH (Scale 4). Must be an able and flexible teacher to take responsibility for this important part of the curriculum of the school. Successful teaching experience at all levels is essential. Other interests will be looked at. Considerable opportunities exist for a lively and intelligent applicant.
Applications are invited for the above appointment which is tenable from September, 1977. Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before [illegible].

SUFFOLK
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich IP1 5JN
Headmaster designate: W. [illegible], M.A., B.Sc. (Econ)
HEAD of ENGLISH DEPARTMENT (Scale 4).
A well qualified and experienced TEACHER is required to lead a strong department which enjoys excellent facilities for drama etc. "A" level G.C.E. courses are to begin in September after many years of success at "O" level and C.S.E. The school is to be an 11 to 18 comprehensive school with an estimated roll of 1,150 in September, 1977.
Application forms and further details (stamped addressed envelope, please) obtainable from the Head of the School, to whom applications should be returned not later than 10 days after the date of this advertisement. Previous applicants remain under consideration, and need not re-apply.

SUTTON
(London Borough of)
CHEAM HIGH SCHOOL
Chatsworth Road, Cheam, Surrey
MASTER/MISTRESS required from September, 1977, to take charge of the ENGLISH department in this fully developed six form entry school, 1,180 on roll. Courses to C.S.E., "O" and "A" level established with forms. English is a popular subject and, as there is a strong drama tradition within the school, evidence of ability to take charge of productions would be an advantage. Scale 4 available for a suitably qualified and experienced teacher.
Applications by letter with curriculum vitae, copy testimonials and referees, to the Headmaster at the school. London Weighting £291 per annum.

WEST SUSSEX
WESTERN AREA
THE WESTERGATE SCHOOL
Ivy Lane, Westergate, Chichester, Sussex.
Telephone: Eastergate 2441.
For September, HEAD of ENGLISH, Scale 4, for rural 11 to 16 school planned to become Comprehensive on this date, and to grow to roll of 600.
Form and details from Head at the School on receipt of stamped addressed envelope.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LUTON SIXTH FORM COLLEGE
Bradgers Hill Road, Luton LU2 7EW
Principal: Dr. [illegible]
Estimated roll at College 980
Scale 3 post for suitable applicant. Experienced GRADUATE TEACHER of ENGLISH required for September, 1977, to assist the Head of this large department with the organisation of work for G.C.E. and at Advanced and University level.
Enthusiasm for teaching and planning for a wide ability range is essential.
Ability to share responsibility for Drama in the College is desirable.
All staff are expected to take part in the College's programme of Complementary Studies.
Some assistance with accommodation may be possible.
Application forms obtainable from the Principal (stamped addressed envelope, please).

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
WING COUNTY SECONDARY SCHOOL
Near Leighton Buzzard
Headteacher, [illegible]
(616 boys and girls)
Required September, an experienced and well qualified TEACHER to be second in charge of the ENGLISH DEPARTMENT (Scale 2). The successful applicant will be expected to make a major contribution to the organisation of the department, with particular responsibility for examination administration. The School has well established C.S.E. and "O" level courses.
Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation.
Application forms (stamped addressed envelope) from Headteacher at the School in Aylesbury Road, Wing, near Leighton Buzzard.

BUCKINGHAMSHIRE
BEACONSFIELD CHILTERN DIVISION
BEACONSFIELD HIGH SCHOOL
Wattleton Road, Beaconsfield
Headmistress, Miss E. A. Taylor, BA
Number on roll 730 Girls
Required for September, 1977—A well-qualified GRADUATE to share in the teaching of ENGLISH throughout the school to GCE Ordinary and Advanced levels, and to prepare students for Open Scholarship Examinations. A Scale 2 Responsibility Allowance is available for a well-qualified and experienced Teacher, who would be expected to assist in the general work of the Department, e.g. in Drama or Magazine preparation.
Removal expenses up to £150 in approved cases.
London Area fringe allowance of £150 in addition to Burnham salary.
Applications should be sent to the Headmistress, giving full details of education, experience and qualifications, names and addresses of three referees and a stamped addressed envelope should be enclosed.

BURY
(Metropolitan Borough of)
STAND GRAMMAR SCHOOL (BOYS)
Church Lane, Whitefield, Manchester
(No. on roll 760 Boys)
Required for 1st September, 1977 (or earlier if possible) TEACHER (Scale 2) for ENGLISH. Record of attainments including Ordinary and Advanced level work. Assistance with [illegible] of other extra curricular activities an advantage.
Application forms and further details obtainable from and returnable to the Head Teacher at the School by 1st April, 1977. (Stamped addressed envelope please.)

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EXTRA

Mathematics—what is numeracy?

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Society and the system

By Hermann Bondi and Norman Clarke

The effects which the Great Debate may have on the teaching of mathematics are a touchstone of its usefulness since the growing awareness of the need for better mathematical education has played the major part in creating the climate of opinion in which the debate began. Our concern is to improve the quality and level of mathematical learning in schools but we must comment on some wider issues in passing.

If any real success is to be achieved, society must not only tackle the content of education but must face wider social phenomena that have a negative impact on education. There has been a marked growth of indiscipline, of truancy, of doubt in the relevance of education and indeed of hard work. Unless these trends are reversed, improvements will at best be patchy. What a school can do to assist a child's learning is conditioned by the home background, by family values and by the values of society. Resources devoted to education are important but the attitude to education is more significant than all other factors.

We need to redefine the aim of compulsory formal education. One assumption of the Great Debate, which we fully endorse, is that the purpose of formal education may properly be discussed by all members of society and is not solely the prerogative of those professionals who claim expertise in the mystique of the educational process.

Education has to be supremely useful to a child in at least three directions. It must help him to contribute to society by earning a living; to understand the forces—especially the persuasive forces—that shape the society in which he lives and in which he is called upon as a responsible citizen to make decisions, and to enjoy more fully the experiences society can offer. In differing degrees, mathematics contributes to all three of these aims, but in the first two it occupies a central position.

There is widespread concern that many children are inadequately prepared in mathematics for earning a living and for understanding a world in which decisions increasingly need to be based on numerical assessment. Many people, including many employers, are convinced that standards in mathematics have fallen in recent years but objective data are difficult to produce. So let us approach the question without comparison with the past.

If mathematics is necessary for citizenship, then on leaving school, and at any time after, children must have at their command adequate mathematical understanding with the ability to apply it to everyday life. To some of us mathematics is among man's greatest intellectual achievements; to everybody it is a practical necessity in a complex society.

Broad agreement can be reached on a core of essential mathematical knowledge that should be possessed by virtually all who leave our school system, a core of skills that children can use with confidence in real situations. Such skills are not at present being given to all the children capable of acquiring them, which is the large majority. The present unsatisfactory situation must not be allowed to continue. How do we achieve this?

First, if society decides that a certain core of mathematics is an essential minimum, then nobody, administrator or teacher, can derogate the necessary priority in assignment of resources of time and staff for this task. Second, monitoring or testing procedures must ensure that the intended level is achieved.

We need not pursue here whether the monitoring is through a national test as proposed by the Institute of Mathematics and its Applications, or some other system. But we are concerned that a standard should be set and that there should be objective evidence that it is being achieved. It is not sufficient to rely on data concerning the number of children who pass CSE or O level exams in mathematics because we are concerned with a larger number of children and with a fuller test of more basic skills.

We share the view that the cause of mathematical inadequacy of many children is to be found in the way in which they have been introduced to the subject in their earliest school years. We are not seeking an easily found scapegoat in the primary school teacher. Some teachers are superbly good, many more are entirely competent but some—perhaps many—are themselves unhappy with the subject or dislike it and consequently are not likely to convey a liking for the subject or a feeling of firm confidence in it.

The expansion of the teaching profession 10 to 15 years ago is in many ways a success story. Many teachers were produced who perform their task excellently. Not enough attention, however, was paid to what turned out to be their Achilles' heel, mathematics.

However, times have changed, and it would be foolish not to take advantage of the present situation and put additional requirements on intending teachers. Although the introduction of say an O level pass in mathematics as a requirement for college entrance would be helpful, it is more important that all new entrants to primary school teaching receive adequate instruction in mathematics and in methods of teaching it and that the validating bodies require all new teachers to have been tested and found satisfactory in this ability.

In secondary schools, there has been for several years a widely recognized shortage of mathematics teachers of adequate training and qualification in the subject. There must be many children well taught in primary schools who find in the secondary school that mathematics is less well taught or taught in such a way as to cause them to lose all interest in it.

The qualifications of secondary school teachers are more easily capable of definition and while we strongly urge that good qualifications in mathematics relevant to the level at which it is to be taught should be demanded, we also see the danger of excessive rigidity. The number of mathematics graduates in the schools obviously needs to be increased substantially but we also believe that it would be an advantage if good teachers with engineering or science backgrounds taught mathematics. There are many children for whom the mathematical approach of the engineer or scientist would be stimulating and helpful.

Mathematics can be made profoundly interesting, even exciting, to large numbers of children as the popularity of mathematical puzzles amply shows. To make it so, a teacher needs to have personal qualities over and above his academic achievements, and he must himself find mathematics an abiding interest.

At present much secondary school mathematics is, of necessity, taught by staff who lack some of these qualities. More good recruits are now likely to be available and, despite present financial restrictions, local authorities should use natural wastage to move some teachers to teach other subjects for which they might have greater ability, perhaps by moving sideways or reducing the responsibilities of some who in times of shortage were promoted into posts for which they had insufficient qualifications.

We have not referred specifically to the problems concerning the teaching of mathematics to more able children nor to potential engineers and scientists. These would largely be solved if our suggestions for the mathematical education of children to be citizens were implemented. Publicity has been given to the dissatisfaction of engineering employers about the attainment of technicians and craft apprentices. Here, useful work has already started on establishing cooperation between schools and industry but this problem would be solved if the core of essential mathematical knowledge included the basic requirements industry is entitled to expect.

We doubt whether any more opportune time will occur again for tackling the basic problems of our school system. There is already a wide measure of agreement and willingness to adopt change. We trust that the opportunity is not missed in the very limited time that may be at our disposal.

Sir Hermann Bondi, immediate past president of the Institute of Mathematics and its Applications, is chief scientific adviser to the Ministry of Defence.
Norman Clarke is secretary and registrar of the Institute of Mathematics and its Applications. He is also an Essex county councillor and a member of Essex education committee.

HEINEMANN MATHEMATICS
HEB

Modular Mathematics

A new common course for 11 to 14 year olds developed by the Scottish Education Department

* **Modular** – the course comprises 36 Modules, each developing a basic topic
* **Individualised Learning** – pupils work independently at their own pace
* **Mixed Ability** – the material is colour coded:
  Red Set (all pupils) → Blue Set (slower learners) / Orange Set (average ability) → Green Set (more able pupils)
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Standards or stipulations

Teaching techniques today should require children to think, writes Ernest Choat

Claims are made of unsatisfactory standards in primary school mathematics. An inability to master the basic skills appears to be the common complaint, but seldom is any explanation offered of how the critics determine their standards. Little thought is given to children as individuals, changes of philosophy in primary schools, psychological factors which could restrict learning, physical disabilities, sociological issues, and varying attitudes of teachers. An appreciation of what constitutes mathematics is also excluded from the comments.

The dissenters do not clarify what they mean by standards. In fact, standards are specifications by which required qualities may be checked, while qualities are degrees of excellence. If the objective of excellence in mathematics is the ability to perform stipulated procedures, satisfaction is gained, but, if qualities refer to children conceptualizing to develop understanding, and proficiency in problem solving, excellence cannot be obtained.

Those interested in national prosperity often assume that the industrial labour force requires a large amount of scientific and technical "education". This is a naive wish; education is not a stockpiling of information, but what remains after the information taught has been forgotten. In an educational system geared solely to economic growth, people are regarded as instruments of production and taught to think of themselves as such. There is a tendency to relate instruction to jobs, with specific levels of attainment designated as appropriate for particular jobs.

The application of an educational policy depends upon its social, cultural and material environment. A programme dictated by concern for economic growth, and a disregard for individuals, may lead to over-investment in the wrong kind of education. In mathematics, the problem is two-fold: to prepare the specialist mathematician who will apply his knowledge in either industry, commerce or management; and to gauge a depth in mathematics which will be considered appropriate for the ordinary citizen.

This is not the only concern confronting primary school teachers. Is too much being expected in mathematics from primary school children? If everything which was disclosed for the ordinary child to acquire in mathematics was presented to him, would enough time be left for anything else? Subjects other than mathematics are taught in primary schools. New subjects such as science and a second language, and different teaching methods such as centres of interest and projects, have been introduced, and these innovations encroach upon the time devoted previously to the traditional subjects.

Primary school teachers are contending with new forms of organization within school and classroom. Once presented with a stressed class of approximately the same age and ability, now many teachers may have several modes of organization, such as team teaching, vertical grouping, integrated day. They must come to grips and organize effectively in the new modes before being able to organize their mathematics teaching effectively.

Attention to the child as an individual, and to his mathematical development through concept acquisition, invite further criticisms. Is acquiring mathematical concepts essential to prowess in mathematics? Has the emphasis on concept acquisition been to the detriment of operations on number?

This last question inevitably embraces castigations of modern mathematics. But the difference between primary school mathematics 20 years ago, and today is the refinement of content to allow children to appreciate what they are learning.

Although concept acquisition is the means of achieving this, computation processes are not rejected—a contention which is often asserted. Conceptualization enables children to relate with insight and understanding, to develop an aptitude and appreciation of mathematics, and then to apply the understanding to the skills of computation and measuring.

This questions whether undue emphasis has been placed upon concept attainment without regard for concept development. Concepts cannot be acquired unless children are provided with relevant activities and experiences. Teachers are prone to emphasize the shortcomings of children who are unable to learn mathematics, and even to blame the subject itself, but to what extent is their own teaching and mathematical knowledge evaluated? In some primary schools, certain textbooks and work books have become the norms of mathematics teaching. Such attitudes can be appreciated when teachers are suffering from their own insecurity in mathematics, but a duty remains to come to terms with the problems to ensure that children are receiving a mathematical education.

Whatever the implications, the responsibility for primary school children's attainment in mathematics lies with teachers. They should not resort to escapist teaching methods with meaningless, memorized routines which, apart from being likely to fail, will encourage feelings of inadequacy and distaste in children, but promote situations whereby children will be stimulated to learn.

Teaching techniques of the past have shown that children can be trained to use their minds but not to think. Teaching techniques today should require children to think. Teachers should not be restricted by rituals, such as concentrating on computation on numbers, to exclude the remaining aspects of maths. While the ability to compute is fundamental to intellectual development, it cannot be applied in any logical sense unless preceded by understanding through conceptualization.

Primary school teachers should be flexible in their teaching. Rigid approaches discourage opportunities for children to conceptualize. Attainments in "borrowing", "adding a nought on the end", and "turning upside down and multiplying", cannot be classed as degrees of excellence. Quality is achieved only when children are aware of what they are doing.

More specifically, do the critics ever ask why maths is taught in young children? How without maths knowledge, would children come to terms with their environment? The purpose of mathematical education is to awaken in children the significance of maths to their lives.

Mathematics has qualities essential for human beings to live a full and active life. Enumerated (in cooperation with a head teacher, Ron Waggitt) they are:

- Mathematics has practical uses in an individual's activities of life;
- Mathematics is a cultural subject in its own right whereby an individual is led to come to terms with the world in which he lives;
- Mathematics is a part of an individual's basic language through which he is able to interpret and communicate with others;
- Involvement with, and deduction in, mathematics encourages logical and ordered thinking in an individual.

These are the spheres within which qualities, and hence standards, should be sought by teachers to provide a mathematical education for primary school children. Stipulations are dismissed immediately, and replaced by an attitude which enables children to develop as individuals by proceeding at their pace of learning, and at their stage of development, to acquire mathematics at their level of ability.

Likewise, arguments about whether the primary school curriculum should be child-centred, knowledge-centred or a social field diminish into insignificance. A combination of each is needed to attain degrees of excellence, and, only when teachers appreciate this and implement it in their teaching, are primary school children in a position to secure standards.

Dr E. Choat is principal lecturer in education and mathematics at Rachel McMillan College of Education, Deptford, London.

In many areas teachers have come together to formulate their aims . . . yet in many cases these low cost ventures have been undervalued. By Bob Jeffery

Local initiatives

One might expect people who have been actively involved locally or nationally in the struggle to improve the teaching of mathematics in primary and middle schools to be gratified to discover that, as a result of the great debate, the nation is at last taking an interest.

However, many skilled teachers of mathematics are less than happy about the issues that seem to be occupying the arena at the moment. The debate has been fuelled by a steady stream of horror stories about school leavers, schools, teachers, teacher trainers, advisers and HMIs.

A number of "self-evident truths" about mathematics teaching have been promoted and have attracted a fair measure of support from the general public. I shall attempt to summarize some of them in case there is any doubt as to what I mean.

There was once a Golden Age of Teaching when no-nonsense methods produced acceptable standards of numeracy with the majority of children.

Now, because of the rise of progressive teaching methods and also as a shift in emphasis in the curriculum, many children no longer acquire the necessary basic skills—in short, standards have fallen. The solution is simple and involves a return to previous well-tried and successful methods, coupled with a close monitoring of both teaching methods and curriculum to make sure that all teachers toe the line.

To spend time examining these so-called truths in detail is to be diverted from more important issues. It must be said, however, that although that many of the claims do not stand up to close scrutiny, their popular appeal has remained undiminished.

The emotive labels "traditional" and "progressive" are perhaps the greatest hindrance to any sensible analysis of the situation. Opposing sides in this long standing argument paint gloomy pictures of each other.

Traditional methods are characterized as authoritarian and placing too much emphasis on the learning of uniform standardized procedures with such scant attention to individual differences that only the able child survives. Others would have us believe that progressive methods place such emphasis on understanding and children working at their own pace that progress is minimal.

In practice, of course, the supposed polarization into two distinct types of teaching is not found. Nevertheless, the balance between mastery of particular techniques, and understanding and the learning of general strategies is an issue of fundamental importance.

We fall short of achieving either aim with many children, but the assertion, often made, that concentration on the latter has meant that we achieve neither must be challenged. Examples of attempts to promote the learning of general strategies are all too rare in our schools.

HMIs, in their paper prepared for the regional conferences, say that the *desirability* of achieving independent thinking and understanding of principles is not in question, but rather the *feasibility* given the available teaching force. I am concerned lest anyone should think that the events of the last fifteen years should be taken as evidence that it is impossible to achieve these aims.

We have learnt that in attempts to promote change in curriculum and teaching methods the underlying aims are often lost in a rush to follow the latest fashion. The status afforded to multibase arithmetic is an end in itself rather than a means to understanding general principles is an obvious example.

Viewed in the context of the teaching difficulties of one child the issues may be clearer. Mark (age 9) was attempting 13 × 8. The teacher led it in mind that Mark should come to some understanding of how this could be done by considering the 13 as 10+3. Mark, however, made 13 8s with Cuisenaire rods and obtained the correct answer.

I will list just four of the possible courses of action open to the teacher: Leave it at that; try to promote some organization of the rods to illustrate (10+3) × 8; introduce a different model such as an abacus or some form of structural material with built in place-value; say "you do it like this—8 3s are 24."

If we accept that it is desirable for Mark to make progress in the mastery of techniques and at the same time to retain and develop his undoubted understanding of the basic ideas of multiplication, we must also accept that from where we stand there is no global course of action that we can suggest for nine-year-olds (or even for slow learning nine-year-olds), nor do we know enough about Mark to make the professional judgment that the teacher must make.

Many teachers are skilled at making judgments of this kind. Where this is not the case there may be many contributory factors such as the pressure of class size, lack of knowledge of the range of possible approaches to a particular teaching problem or even over-reaction to some of the statements made in the current debate. But perhaps the most disturbing factor in some cases of failure is the lack of any clear formulation of aims.

If any real progress is to be made we must look at some of the success stories and try to get some understanding of the mechanics of change. To do this we must turn to local action. In many areas teachers have come together on a regular basis under the auspices of associations of teachers, teachers' centres, colleges or individual schools in an attempt to formulate a clearer picture of their aims and to find ways of achieving them.

The returns on these low-cost ventures have usually been most rewarding. Yet, in many cases, they have been undervalued by those who control the spending on in-service education. It is to be hoped that some of the resources previously devoted to issuing pearls of wisdom will in the future be diverted to in-service education of a less prescriptive nature.

The final sentence of the HMI's paper states: "In-service training must be directed above all to the development of the teacher's own capacity to make judgments." Let us hope they mean what they say!

Bob Jeffery is lecturer in mathematics at the West London Institute of Higher Education.

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From the teachers' point of view, a lot of public criticism and suggestions currently being made seem misguided, or even harmful

Solving our own problems

By John Dichmont

What does numeracy mean to you? It is not a word I have used or myself found useful when thinking about or discussing mathematics with fellow teachers. However, politicians and the media have, as it were, issued teachers with a pressing invitation to admit it to their vocabulary.

At present, it seems to mean different things to different people. So it is hardly surprising that talk about standards of numeracy can cause misunderstanding and bad feeling.

For a start, we shall have to try to spell out what we mean by the word, instead of just reacting to one another's slogans. Then, and only then, can we begin to work together to improve the quality of whatever numeracy turns out to mean for us.

A report of a conversation may help to communicate what I mean by numeracy in the context of the primary school. It is lunchtime. I have invited Stephen to stay in and chat to me. Stephen is six years old. I write up 17+3=□

Me: Stephen, look, suppose I say to you, how do you add together 17 and 3?

Stephen: Twenty.

Me: How do you know?

Stephen: Well, it's easy, 'cos 8 and 2 makes 10.

Me: But you haven't got 8 and 2 there, you've got 7 and 3. How did you . . . you're right, but, I mean, that's a strange way of doing it. . .

Stephen: And 6 and 4 and 5 and 5. . . .

Me: Right. Suppose I say to you 15 add an 15. Now what's the answer to that?

Stephen: Thirty.

Me: Thirty. Well, how did you do it?

Stephen: It's easy.

Me: Well, alright, it's easy. Tell me how you did it.

Stephen: 'Coe two 5s and take away —

Me: Hang on—two fives —

Stephen: That leaves 20, add them together, it makes thirty. (i.e. (15+15)−(5+5)=10+10=20; 5+5=10; 20+10=30.)

Me: Two fives, take away, that, it leaves 20, then add the two fives together, that makes 30. Now suppose you do this one? (I write up 17+5=□)

Stephen: 22.

Me: OK. How did you do that?

Stephen: It's easy.

Me: Alright, it's easy.

Stephen: 'Coe you add 2 more on to that (pointing to 17+3=20).

Me: Why did you add 2 more on to that 20 up there? You went back to the first one, 17 add 3 is the same as 20, and you say add 2 more on to that 20. Why?

Stephen: I mean, I just tell you that, it's 'coe I can make it up on that 3, 'coe 2 more is 22.

Me: That's very clever. Now then, let's try this one. (I write up 27+5=□)

Stephen: 32.

Me: Yes. How did you do that one?

Stephen: It's 'cos I teka 3, put 3 on to the 7,—

Me: Yes, which makes 10,—

Stephen: That's 30 . . . and another 2 left, makes 32.

* * *

For me, to be numerate means to be able to operate with numbers in the way Stephen does here. He is beginning to split numbers up and to push them around with fluency and confidence.

It is clear that Stephen has developed strategies for simplifying addition problems before he solves them. Whereas most children and many adults simply tackle a calculation head on, without stopping to think how best to make an effective approach.

Stephen shows he has begun to grasp the way our number system is structured and the simple algebra which generates the arithmetic of the "four rules". Hence the elegance, the speed and complete accuracy of his working.

Don't be deceived by the apparent simplicity of these particular sums. Stephen's power over numbers is quite exceptional for a six-year-old rearaway. And in any case, numeracy described in this way is without specific content. It is a power which anyone who uses numbers, at whatever level of difficulty, ought to have.

Numeracy, then, I take to mean the ability to operate with this as it were algebraic grip on the numbers involved, in any given calculation.

To think of numeracy in this way has some far reaching consequences. The cassette of this short conversation with Stephen has impressed groups of primary school teachers to whom I have played it. There is a shared feeling that Stephen's approach is the real thing; anything less begins to seem, mathematically speaking, to be a cheat and a waste of time. And yet none of us know how to teach most of the children in our classes to operate with this kind of command over numbers.

For anyone who has accepted the argument so far, this is crunch point. It follows that as maths teachers, we have some difficult questions to ask ourselves, and no clear answers.

Are we failures? Should we feel guilty about these unresolved problems? Or is there, perhaps, a more hopeful way of looking at the situation?

It seems to me that a way forward presents itself for those of us who work in primary schools. It involves a whole attitude of mind, because it is really a question of what you think you are doing in the classroom. I suggest that anyone who accepts and takes up this challenge of these unresolved problems should think of herself as helping to research the little-understood field of how children learn to handle numbers.

Most of the primary school teachers I know are worried about the teaching of mathematics. But—and this is my point—they are worried about feeling worried. Whereas I am suggesting that these worries are as justified and honourable as any scientist's.

I would like teachers to feel as free as research workers in other fields to say that they have problems and to engage with the problems openly, rather than pretend that they do not exist. Then and only then are they likely to get excited about the issues and to work collectively to find solutions.

Let there be no mistake. It is not the politicians, not the DES, not the HMIs, not the boards of examiners, not the devisers of curricula, who are in a position to raise the level of numeracy in the primary schools. Only the teachers can do that.

Of course these other groups of people can help. But only if they help the teachers. From the teachers' point of view, a lot of the public criticisms and suggestions currently being made seem misguided, or even harmful.

For the critics cannot just be suggesting that we ought to do better. Of course everyone ought to do better at everything. (Doctors ought to cure cancer.)

Their words only begin to take on a clear meaning when they propose ways of making that improvement—a compulsory curriculum, examinations, tests and inspections all imply that teachers need to be put back on the right lines. And that controls of this kind will actually help teachers to get back on the right lines. Which, in turn, implies that you know what the right lines are. That someone you know has actually produced a class of 35 numerate children in a primary school just down the road (or was it back in the good old days?).

What does this series of implications sound like to all the worried primary school teachers I know who would like to achieve a higher standard of numeracy in their classes? If there is an easy problem about how to raise standards, if it is just a question of following certain well tried methods, then it makes no sense for them to think of themselves as researchers with problems that await a solution. They are simply failing where others have succeeded.

Perhaps this is why the effect of the great debate is to put teachers in a bad light. The critics imply that teachers are making a worse job of things than they used to or need to. This is, I suggest, partly because the critics work with a different set of perceptions and assumptions about what teaching involves. No wonder teachers reply angrily that the critics are out of touch. The two groups are divided by a common language.

The critics who imply that they already know how to teach most children to be numerate in the primary school are likely to be using the word in a different and less demanding sense than I am here. I get the impression that some of our present critics are satisfied to think of numeracy as a survival kit for the majority. The contents of such a kit are "the basics"; in other words, number bonds, tables, rules of thumb for solving calculations by head-on methods ("Six from two I can't; borrow ten"), and so on.

From my point of view, to teach to this way would be a sad and counter-productive course of action, for the following reasons.

First, it seems to me to be an insult to fob off most children with mathematically trivial rules of thumb. And misleading to label these "the basics". A mode of operation like Stephen's is the only valid basic skill when one is handling numbers at any level of complexity.

Second, in the past, one justification for teaching "the basics", in the sense of a survival kit, has been that only the mathematically gifted could work as Stephen does. Already we know enough to cast doubt on this assumption.

Third, if the critics are, in fact, suggesting that we should settle for a second-best version of numeracy for the majority, then they are also suggesting that many primary school teachers should continue to teach in the same way that they have been doing for as long as I, for one, can remember. If the medicine is the wrong one, then doubling the dose will not bring about a cure.

Some of the critics do not appear to be aware that many of those teachers who have worries about or who abandon the old model of numeracy and the corresponding teaching methods, do so because they have good evidence that these methods do not really work.

Fourth, I feel that our present state of uncertainty should be seen as a large step forward. Provided of course that teachers are encouraged to recognize and to work on their uncertainties.

Finally, for any teacher who accepts the story about numeracy which I have tried to tell here, both the criticisms and the denials of the great debate about standards of numeracy are swept aside as irrelevant. For no one pretends that there ever was a golden age of mathematics teaching when numeracy of the order I have described here was common, either in this or in any other country.

I do not want to maintain or recapture the poor standards of attainment—a level of numeracy that have been expected of most primary school children in the past. I want to try to transform the whole level at which the children and I tackle the four rules in the future.

Why do not teachers make progress with their problems systematically in the way that scientists try to? Well for a start, what do you mean by numeracy?

John Dichmont is headteacher of Littlecroft Primary School, Basildon, Essex.

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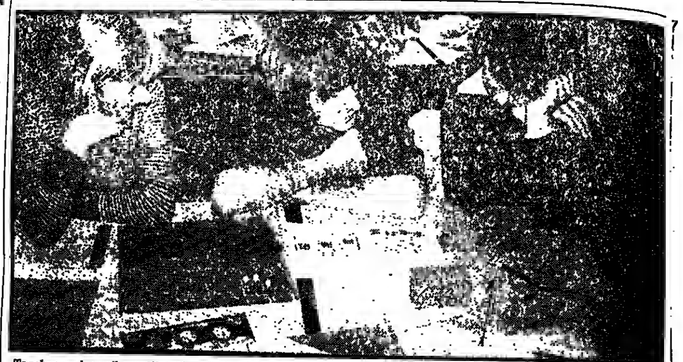


Teacher and pupils at Wyndham School demonstrating the importance of discussion in any investigation. See "Investigating mixed ability", page 49.

Courses for all–dream or reality?

Not enough pupils are taught mathematics for the whole of their school careers, writes Kenneth Lickley

The start of the great debate has been a very great disappointment to me as a mathematics teacher since, so far as it has related to my subject, it has scarcely progressed beyond charge and counter-charge, claim and refutation, on the subject of "standards" of numeracy.

It has been as clear to me as to many others, teachers and commentators alike, for some considerable time now, that all is not well with mathematics in schools. Equally, however, I would have thought the time right for looking forward optimistically, believing it possible now to begin moving, or more precisely, to accelerate the movement already begun in schools throughout the country, in the right direction again.

I see little point in denying that some of an earlier generation of pupils were taught, by much repetition, practice and routine manipulation, to be technically more proficient in certain skills than present pupils. Which is not to say that I accept *all* the nonsense talked about falling standards—modern pupils have been taught other things at least equally as valuable instead, and have been taught them well.

Indeed, it is in the honest and sincere attempts which have been made by many teachers of mathematics to improve standards that hope for the future lies. These teachers have tried to teach pupils in such a way that they might qualify for the accolade "numerate" in much the way that the well read and educated are certified "literate", rather than as a recognition of more technical, mechanical skill. This involves an attempt to place necessary techniques and skills in the framework of a coherent conceptual structure but also, I believe, beyond this to allow pupils to respond effectively to the subject: to understand and to enjoy.

Why then have standards generally not improved as might have been hoped? The main reason is still a simple one: not enough pupils are taught mathematics, and I mean mathematics, not just arithmetic, for the whole of their careers in school. The conventional wisdom still says essentially that mathematics is a subject for more able pupils, that setting from an early moment is essential, that progressive rejection of pupils must be the key. And too many of those who are taught, who are not rejected by the subject, reject it instead.

Real progress will never be made until the attitude of pupils in particular, but also of society in general, towards mathematics is radically changed. One hears strident demands for a return to "old-fashioned methods" and more concentration on arithmetic and "useful" mathematics. If heeded, they would at best result in marginal improvements in a very few specific skills and at worst simply in the negation of most of the progress which has been made in recent years. Very much more can be achieved—and the attempt to do it should be made.

Few would argue that the experience of school pupils of the English language should be structured only to develop their aptitude in basic technical skills, of reading, writing, sentence structure, etc, whatever the pupil's ability. Pupils of all abilities are capable of emotional responses in and through language, the development of which has an important part to play in their development as human individuals. In almost the same way pupils should learn to appreciate the beauty of mathematics, its symmetry and pattern, and the variety of its applications and methods, its conciseness and power, its flexibility, the intellectual satisfaction it can provide.

It is my passionate belief that this is not just a dream, but that the work being done in many schools proves it possible to progress on these lines. There are obstacles to overcome, of course, difficult problems to solve. The recent criticism made by the Inspectorate of mixed ability teaching in mathematics, for example, should be seen as clear evidence of this and used to concentrate the debate on vitally important questions.

What we need are courses for all which combine increased concentration on basic concepts and techniques with opportunities for the use of imagination, the experience of applying learned techniques in unfamiliar and exciting situations, the solving of problems and puzzles, the chance to recognize pattern and structure, and the time to analyze and digest.

One of the main obstacles in the way of further progress is the present examination structure. A course for all would seem logically to imply an examination for all. And I feel convinced that in many ways the present structure, in the very process of ostensibly maintaining "standards" has been and remains a very effective agent for stifling advance. It does this by repeatedly putting quantity before quality, as anyone who has worked on Mode GCE or CSE schemes knows full well. The breadth of the syllabus is paramount. We are forced to try continually to teach too much to the average pupil.

A fairly drastic reduction in the sheer number of concepts and techniques included for examination work would lead to an improvement in standards immediately and very noticeably in much more than arithmetical skills but including them. A lightening of the examination load would also create the time needed for pupil and teacher alike to think about their work. Mathematics is a thinking subject, analytical and creative. Far too few pupils ever learn this, or teachers have the time to use it, to see their roles as being as creative and satisfying as they could be. If they did might we not have begun the long process of breaking the cycle of disenchantment?

But what should be taught? I am not going to embark on a detailed attempt to answer this question—indeed I do not claim to know the answer in detail. What I do realize though is the pressing need for a careful examination of the complexity of conceptual skills involved in any topic considered for inclusion, and the need to relate this to the abilities of students at 16.

At Kingsthorpe, over four years now, we have tried to teach mathematics to all our pupils, making our own modest attempts to find answers to some of the problems involved and discussed here, becoming increasingly convinced, at least, that answers do exist. We have Mode 3 CSE and GCE syllabuses with assessment schemes directly linked by common assessment of work completed by our pupils in the "laboratory", with the added link of a shared examination paper almost finally forged between them. We have tried to encourage thought and creativity in laboratory projects. We have taught groups with a wide spread of ability right up to the examinations. We have enjoyed all but a handful of pupils for the examination (without complaint). We have written a complete course of workbooks and experimented with a variety of classroom styles.

But we try to teach too much, at the examination board's behest. We are not sure that we are teaching the right things in the right order at the right time. We are still experimenting with teaching methods. We are certain that what we are attempting is right, that we are on the right road. Will the great debate in any way help us towards its end?

At almost every stage we have met with obstruction rather than assistance, with cynicism rather than support, with the widespread belief that any attempt to teach our subject to all pupils must be an attempt stealthily to lower standards rather than being an honest attempt to improve them radically. We, and a lot of other schools like us, badly need the support of a wider body of opinion. Will it be forthcoming when the great debate is over?

Kenneth Lickley is director of mathematical studies at Kingsthorpe Upper School, Northampton.

We hope to publish a detailed description of the work at Kingsthorpe Upper School in the October Mathematics Extra.

Secondary

Crisis of meaning

The use which underpins the meaning of mathematics is an extremely simple and general one. By Christopher Ormell

For more than 2000 years, from the time of Plato until the beginning of this present century, a theory of meaning based on the idea of "form" flourished and was almost universally accepted. According to this platonic view of meaning words and phrases had meaning in the degree to which they offered precisely defined forms.

Mathematics was the arse in which ideal conditions for establishing meaning occurred. It was really mathematics which set the standard of meaning to which the more practical, empirical and subjective subjects could only roughly approximate.

The first crack in this theory of meaning was the discovery of Russell's paradox in 1901 (quickly followed by many related paradoxes).

Relatively theory and quantum theory widened the crack. We were apparently unable in principle to achieve the required level of precision and objectivity in relation to space-time frameworks and the position of an electron.

The accelerating pace of life has now all but swept it away. The idea that only timeless forms are real (and therefore meaningful) is simply implausible in a world in which things which previously appeared to be timeless are continually falling in the path of technological progress.

Unfortunately, in mathematics a long rearguard action has been fought against the collapse of the Greek position. Even today there are many mathematicians who seem unable or unwilling to accept the now widely agreed truth that meaning stems from function, that spontaneity is often as important in life as timelessness.

As the platonic theory of meaning has crumbled, mathematics has got itself into a steadily worsening crisis of meaning. The crisis is most evident in school mathematics, but is not entirely confined to school, or even academic, mathematics. Too often mathematics has been presented as a direct or implied mystique: in industrial analyses as well as in wayout primary schemes. But this is an inherently vulnerable stance, which all-too easily degenerates into mumbo jumbo.

The individual realization that the mystique is evaporating may be called the "loss of the sense of meaning mathematics". Bertrand Russell describes how he suffered this after completing his work on *Principia Mathematica*. He describes a kind of loss of faith which has since become depressingly common: among schoolchildren of all ages as well as academics.

How does it happen that school mathematics, which was supposed to have been the beneficiary of great numbers of exciting new ideas during the last 20 years, turns out to have been getting itself into more and more of a mess? To answer this question it is necessary to turn back briefly to consider the position which obtained 20 years ago.

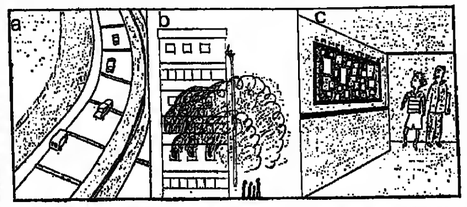
Nineteen-fifty-seven was a pivotal year. It was the year in which the United States was shamed by the first Sputnik, and it also marks the dawn of the computer age. The amazing power of the computer, when first appreciated, generated wave after wave of excitement and awe, so that mathematics' credibility with the average person soon reached an unprecedented height.

In the past few years in many of the advanced countries this newfound prestige has collapsed, or is in a process of steep decline. This is a striking phenomenon, which needs some explanation. One important cause is probably the arrival of the cheap electronic calculator, which enables the ordinary person to by-pass the need for "mathematics" in his (but not our) sense of the word. In other words the man in the street had, and has, a simple picture of the nature and purpose of mathematics: an almost wholly instrumental aim.

From this, the all too familiar, simplistic polarity arises: either mathematics is useful in a simple, direct, hardheaded, instrumental way, or it is an esoteric art-form of the intellect which proves that parallel lines may sometimes meet, that 2 + 2 does not always equal 4, etc. The depth of the present crisis lies in the fact that electronic black boxes have largely dispersed the first attitude, while hastily conceived "conceptual" curricula, by overloading youngsters' capacity for abstract mental digestion, have harmed the second.

Wittgenstein said he should not ask: "What is meaning of X?", rather we should ask: "What is the use?" By the "use" of a word or sentence he meant its function or role in relation to human purposes and concerns. But although Wittgenstein's theory of meaning had a lot of interesting consequences in philosophy, it appeared to have one great flaw: it did not seem to apply to mathematics.

At the time when Wittgenstein was teaching in Cambridge applied mathematics was only a tiny corner (perhaps 5 per cent) of the total body of mathematics. It was quite absurd to think that only this corner had any meaning, or that this somehow supported the whole structure. In other words, mathematics as a whole had to be shown to have a "use" if the new theory of meaning was to apply to it successfully.



Three themes used in "sustained modelling" examinations 1974-76: (a) shows a system of proposed inflatable bumps to slow down the driver when fog descends on a motorway. (b) shows a proposed fire-escape: an elasticised nylon sleeve or hose inside which escapees slide to safety. (c) shows luminescent paper in use on a games noticeboard. When it is new it is bright, and so the risk of missing a new notice decreases. From the London Examining Board AO-level Applicable Mathematics.

It turns out that the "use" which underpins the meaning of mathematics is an extremely simple and general one. We have known about it all along, though not perhaps recognizing its crucial significance. Mathematics is a possibility simulating discipline, and it is this function which, in the end, generates its meaning.

One can put this by saying that mathematics is the science of "ifs". Some of the "ifs" we use it to explore are the "ifs" of explanation. If X-ray stars are really black holes, how does the radiation manage to escape? Some of the "ifs" we can explore are the "ifs" of innovation and development: without mathematical modelling Armstrong and Aldrin would never have landed on the moon.

But this use of mathematics offers potentially unlimited scope for mathematical modelling understanding. There are thousands of ideas in circulation for interesting minor, local and domestic innovations, and each of these can be a rich source of meaningful mathematical activity at almost any age.

Following this line of thought, however, we can go further, and begin systematically to generate whole families and ranges of new, minor innovatory "ifs". This simple recipe seems to offer the best hope we have of transforming school mathematics into the meaningful, intellectually stimulating, interesting subject it ought to be. In other words, we can use imagination to energise the mathematics. It is needed to create the initial raw material, on which the art of mathematics can then begin usefully to operate.

It may appear that there is thus an easy solution to the present crisis of meaning in mathematics. But there is, of course, no easy solution. New imaginative scenarios combining just the right levels of interest, relevance, realism and difficulty tend to emerge only painfully slowly, as a by-product of great masses of discarded exploratory effort.

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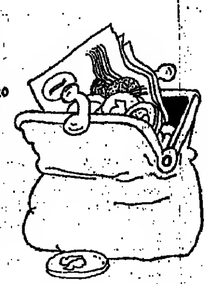

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Secondary

Sixth-form numeracy

R. A. B. Allen on a new research project for the non-mathematical

In the contemporary sixth-form many non-mathematics specialists find they require some mathematical studies. These students should develop a broadly interpreted level of numeracy consistent with their general educational attainment.

In meeting this need, of the 14 regional examination boards in England and Wales, all but one are offering pilot CEE level Mode 1 exams in mathematical studies in 1977. Of these syllabuses, a considerable number are intended for pupils whose previous attainment in mathematics has been low. There are also a few which can be used as O level extension courses in particular mathematical fields according to the options chosen.

In addition to these Mode 1 schemes, some boards have been proposed to offer Mode 3. There has been a high response by schools, either individually or in consortia, which have proposed syllabuses that they have been following, or are now following, to be examined for the first time in 1977. A number of these are intended to be specific extension courses, "Mathematics for the Chemist" for example.

Of the others, a great many are recommended for what may be described as non-mathematicians in the sense that the pupils for whom they are intended are not seen as requiring a specialist mathematical background for the continued study of their main subjects. Mathematical studies for such pupils, being a new departure in sixth-form curriculum development will require much attention and effort if the courses are to be successful.

In times of educational stability it is possible to define a syllabus by a list of topics and some sample exam papers (a method which is familiar in the traditional GCE syllabuses). This syllabus can be expected to be interpreted in a similar way by teachers of widely differing location and experience.

When a revolutionary syllabus is offered, a list of reference sources is needed to indicate to teachers how the syllabus designers intend the list of topics to be interpreted. Teachers' notes and sample papers (with questions and answers) may also be provided as a means of locating the new syllabus within the teachers' past experience. These measures are needed if teachers in different schools are not to construct courses based upon widely divergent interpretations of the same syllabus content.

The Schools Council are only now at the stage of receiving the reports of groups commissioned to study curricula problems in mathematics at the proposed N and F levels. Some of these N level courses will be taken by the non mathematical student. As yet no open consensus exists as to what should be taught to these students.

In producing and interpreting syllabuses for CEE and N level then, readily available sources of reference may well prove difficult to find. However, a new mathematics project has started which hopes to solve some of the problems.

In September, 1976, a BP research fellowship was established to research, write, develop and evaluate teaching material, methods, and assessment techniques for 16- to 15-year-old pupils/students who, before the sixth form, indicated little interest or ability in mathematics.

Part of my brief, as the appointed fellow, is to teach the material as I develop it. The fellowship is being supervised by the University of London and is tenable for three years at the United World College of the Atlantic. The sixth-form boys and girls at this college must all study mathematics to prepare for their International Baccalaureate Diploma (A university entrance qualification).

The fellowship is required to provide some useful teaching material and syllabus suggestions for a particular exam, the subsidiary level mathematics of the International Baccalaureate. It is clear that this subsidiary level is roughly equivalent to the CEE now being offered and the N level which is being considered. Therefore, many mutually beneficial links might be forged between myself and other bodies, schools and individuals facing the problem of mathematical studies for non-mathematics specialists in the sixth form. Any person who wishes to be associated with this research, for example, by testing teaching material, is asked to write to me.

Units of work on error with metic, particularly applicable to the use of electronic calculators, are now being developed and it is hoped that these will be ready for use in other educational settings late in the year. Work is also being done to develop apparatus which can be easily constructed in school for the teaching of logic, particularly for purposes of computation.

It is important for the success of such a collaborative research venture, especially in these days of educational flux, that the fellowship is seen as a catalyst for ideas and as one of many media for the propagation and sustained growth of this important curriculum area.

The first of the fellowship's project papers outlines the background to this particular project and indicates briefly the possible manner of its progress and ways in which it can be of service to mathematics teachers.

All correspondence and requests for copies of the project paper should be addressed to the BP Research Fellow, United World College of the Atlantic, St Donat's Castle, Llantwit Major, South Glamorgan CF6 9YF.

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One important corollary of a new thinking is the development of a new kind of exam based on the idea of "sustained modelling", that is, the sustained study of the implications of a particular specified innovative proposal. Papers of this kind have been set experimentally at AO level (GCE) in the last three years, and have been tried experimentally at N, F and first-year university levels.

For many teachers these papers bring out for the first time the applicative potential of even quite simple ideas in mathematics. The "sense of the meaning of mathematics" begins to emerge. In these sustained exercises which can hardly appreciate if one has only experienced the semi-generic local academic problems of the traditional examination in applied mathematics.

Compare the situation in modern languages with that in other subjects. Most schoolchildren would agree that English lessons become more interesting when stories and plays are not merely single sentences, made the object of discussion. Music sounds better to times done in the form of individual bars. Yet in mathematics we have cheerfully (or not, according to temperament) put up with an atomizing process of work which all too effectively does for mathematics what the Germans hoped their Enigma machine would do for their military messages: destroy its immediate intelligibility.

And we have done this unseemingly in the name of a theory of meaning which is now quite utterly obsolete. Mathematics, we now see, does not automatically possess meaning, by platonic gift. It has to be worked for.

Christopher Orwell is a research fellow in the School of Education, Reading University. He was formerly director of the Schools Council Sixth Form (Mathematics Applicable) Project.

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FE and university

Surgery sessions

Elizabeth Mann describes the use of the Schools Council Continuing Maths Project in a college of further education

In the past few years we have recognized a growing problem of mathematical deficiencies in our college entrants. The wide range of academic and vocational courses which we offer includes many which have certain mathematical concepts and skills as prerequisites.

There are courses which demand basic numerical competence, the elementary techniques of algebra, mensuration, logic or statistics. Inevitably, staff become frustrated by the difficulties of teaching their own course material to students lacking the pre-requisite skills. The students also suffer from a sense of failure when they find they are unable to meet the demands of new work.

We have tried to solve the problem by starting what we call a basic mathematics service. This is in operation for about 18 hours each week, and includes one evening. Students come at times which suit them. Their attendance can be timetabled or they can come in free periods.

The service aims to be versatile. It offers individual help to meet the student's particular need. A careful diagnosis is made of the student's deficiencies, and on individual work programme planned. The programme is built around the student's known deficiencies and the demands of his chosen course and provides the practice needed to develop confidence—thus removing the fear of failure.

Ideally, the service operates with about six students in the room at the same time, each one following his own work programme. The tutor is always available to give individual tutorial help, and to organize the use of appropriate learning materials. In practice the numbers are always greater than six, but a significant fact has emerged, namely that student success falls off when the numbers exceed nine.

Almost all the students who have used the basic mathematics service have made significant progress. Those initially almost innumerate have shown that it is possible to acquire competence in handling fractions and decimals.

Some students who entered with poor CSE grades have obtained good O level passes in statistics and maths within two years. Some with little mathematical background have developed facility in, and pleasure from more demanding work in mathematics. Almost all the students have worked hard and have shown a high degree of motivation.

Entrants to FE are diverse in ability, mathematical experience and achievement. Consequently we found it necessary to have a wide range of learning materials available to allow suitable material to be selected for each student.

It hardly needs to be said that basic mathematics at individual student level rarely amounts to a recognisable examination course in the subject. A student's work programme is made up of single topic modules put together to meet individual requirements.

Various forms of programmed learning all have a part to play, but each has to be used with care. We believe that student success depends on personal support from and involvement with a tutor.

Though help is available at any level, in practice the bulk of the demand comes from students following O level courses in mathematics or statistics. So we have welcomed the advent of CMP Category I and III units. These fit our "surgery" work particularly well.

With support from the tutor, students find they can understand and learn successfully from those CMP units we have field tested. In some instances the texts have filled a gap for which no other suitable material was available.

What now? There are still gaps in the range of learning materials required for the 16-19 age group. Through testing we have found more than half our entrants deficient in basic arithmetic.

There is some evidence to suggest that among the entire population of school leavers the proportion similarly deficient may be as high as 70 per cent. Is there a way in which CMP can extend its repertoire to meet what we have found a real and urgent need?

Elizabeth Mann is a member of the Schools Council CMP consultative committee and a lecturer at North Oxfordshire Technical College and School of Art.

Hope on the horizon

The critics of the syllabus sometimes forget the positive advantages it has brought. By John Howie

It is oddly tempting to use an article of this sort as a platform from which to issue a rude about the deplorable state of our educational system in general and of mathematical education in particular. That I feel this temptation demonstrates that I am in tune with the times, for our nation lately has spawned whole legions of jeremiahs shouting woe from every available rooftop and on every conceivable topic, and the Great Debate seems all too likely to become another orgy of national self-criticism. However, I firmly intend to resist the temptation and to spend at least some of my effort in scanning the heavens for whatever hopeful signs may be discernible.

The most able pupils, it seems to me, are leaving school more generally knowledgeable, more socially sophisticated and more civilized than their counterparts in my generation. While it is conceded that this group of pupils has never been a problem and that it is numerically small, it is none the less an immensely important group, and we must never belittle the cool and continuous successes of our educational system among these very able pupils.

Let us not forget either, that our higher education industry has achieved in the past 10 years a growth rate of which any industrialist would be proud. The number of students in British universities has virtually doubled in the past 10 years, a fact that is all the more remarkable when one considers that the population in the relevant age band has actually declined. If university education is a blessing—and I firmly believe that it is—then this blessing is available to more people than ever before.

Schools and universities have adapted very well indeed to this huge expansion, and I know of no clear and irrefutable evidence that the expansion has been achieved at the expense of standards. It is often said, of course, but that does not make it true. If in truth standards have not dropped, or even if the drop is slight, than the past 10 years have provided a remarkable and vastly encouraging refutation of the "fixed pool of ability" theory that was propounded by the apparatchiks of university expansion in the early Sixties. If our system is currently showing signs of strain we should not overreact, for our problems, if looked at in the right perspective, are the kind of problems that afflict an industrial enterprise whose success and expansion have outpaced its capacity for adjustment.

At times I envy some of my fellow university teachers their sublime certainty that standards of mathematical attainment among university entrants are falling. Syllabuses, both in school and university, have changed so much in the last fifteen years that comparisons are quite impossible. Given

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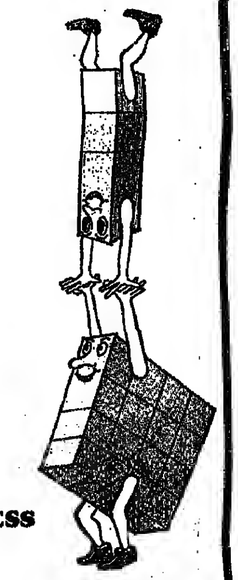

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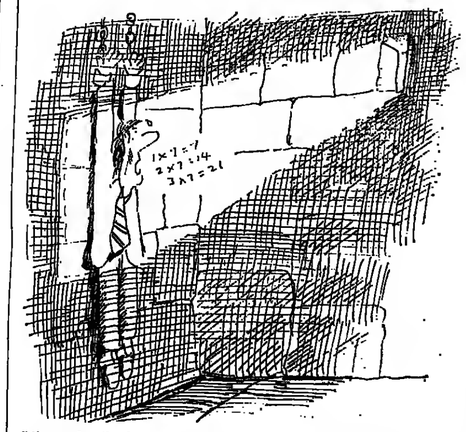

"No worthwhile skill can be acquired without a measure of suffering."

continued from page 45

that some topics that used to be in the later stages of a university course (such as matrices and groups) are now taught in schools, it might indeed seem that standards have risen, but the topics are taught in a quite different way and it is obviously absurd to suppose that the group theory taught in schools today is as difficult as the group theory I was taught as a final year undergraduate. It is still harder to know whether school group theory is more or less difficult than the geometry that was taught to my generation.

Some of my university mathematical colleagues will now be straining at the leash, bursting to proclaim the discovery that here is the whole point—that the geometry I studied was of some use (an assertion of doubtful validity, incidentally) while the group theory, set theory, transformation geometry, etc, studied by the present generation is entirely useless, enfeebles the mind, and may well cause illness. New mathematics, like nuclear disarmament, has caused to be in fashion. Indeed it is now fashionable to decry it, which is a pity, for (as with nuclear disarmament) the case for it is neither stronger nor weaker than it ever was. New mathematics never was as splendid as its prophets claimed some 15 years ago; nor is it as bad as its critics now claim.

For the new mathematics never was all that new. Certainly by the time it reached Scotland (where the conversion of schools to a revised syllabus was rapid and total) it had the character of a reform rather than a revolution and many of the most substantial changes were in language and approach rather than in content. The critics of the syllabus sometimes forget the positive advantages it has brought. Both pure and applied mathematicians in universities do, it seems to me, find it helpful that students come from Scottish Highers with knowledge, however rudimentary, of vectors and matrices, and the absence of formal synthetic geometry (which has not for many years been part of university mathematics courses) is no real loss.

If these points are conceded then it is natural to ask whether there is any problem at all. Agreement on educational matters is rare, but university mathematicians, physicists, and engineers seem to be united in deploring the lack of technical manipulative skill among students. Reliable comparisons with earlier generations are hard, of course, but there seems to be an overwhelming impression of a decline in students' ability to do the algebraic manipulations that are an indispensable part of the professional skill of any mathematician or serious user of mathematics.

It is of course easy for those who are determined to lay the blame for this state of affairs at the door of the new mathematics to exaggerate the decline, to date it precisely from the introduction of the new syllabus and to deplore the passing of an entirely imaginary golden age when students were all expert manipulators. I believe nonetheless that the problem is a real one and that it is a legitimate cause for concern. I should like to end this article by suggesting some possible causes and a possible remedy. My most detailed knowledge is of the Scottish situation, but I know that the symptoms are the same south of the Border and it may be that the same diagnosis and remedy will apply.

It does not seem to be the content of the school syllabus that is at fault; when I scan the pages of the mathematics books that are now used by almost all schools in Scotland I find that there is a wealth of excellent material with a vast number of graded exercises of widely varying difficulty. If students knew all this when they came to university there would be no problem at all. The trouble is that hardly any students do know it all. This could be due to poor teaching—and a shortage of good teachers of mathematics over many years must have had some effect—to an excessively ambitious syllabus, or possibly to a changed attitude on the part of both pupils and teachers to the acquiring of technical skills.

I am inclined to think that all three are in varying measures to blame. Since the problem of poor teaching is likely to be with us for some years yet—despite the generous shortage of jobs mathematics graduates do not seem to be flooding into teaching—it would seem realistic to examine the syllabus to see where cuts can be made without serious loss. Here the universities may tread rather warily, for they are ever-inclined to regard themselves as the sole customers for the products of the school examination system. From the point of view of the pupil going on to a more advanced level in mathematics or in one of the more mathematical sciences it is almost certainly better that a limited number of topics should be covered thoroughly, but from the point of view of the other pupils it may well be more interesting and more appropriate to have a broader, shallower syllabus. (This dilemma is, of course, not exclusive to mathematics.)

Universities must accept that decisions about syllabuses are compromises between the needs of differing groups of pupils and in respect of O-level syllabuses they must beware of over-stating the claims of future university students. But when it comes to A levels and Scottish Highers in a subject like mathematics, it is fair to point out that a very considerable proportion of the successful candidates carry on with mathematics either as a main or an ancillary subject. It is therefore pertinent to ask whether an over-extensive syllabus treated in a shallow manner is in the best interests of a majority of the pupils involved.

It seems paradoxical to be suggesting a reduction in a school syllabus as an aid to university transition, but of course the accompanying implication is that the standard of the examination ought to be stepped up to the point where it would be at least as hard as before to get a given grade. In a subject like mathematics it is essential anyway that the examination should test not only knowledge but also insight, ingenuity and originality. The over-extension of the syllabus—and I believe that this has happened also with university honours syllabuses—has led to concentration upon knowledge, when probably the other qualities mentioned are better indicators of potential.

Such a change might also lead to correct the deterioration which I suspect has taken place in attitudes among school pupils and their teachers to technical skill. No worthwhile skill can be acquired without a measure of suffering—a truth that seems likely to take place in educational attitudes does not go too far, for in moderation it is just what we need.

Dr Howie, regius professor of mathematics, St Andrews University, is chairman of the Scottish Central Committee on Mathematics and was for three years convener of the SCE Examination Board mathematics panel.

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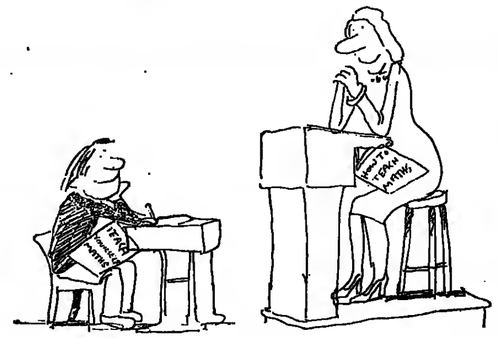

The spiral of deprivation

Who has allowed us to reach a stage of dire shortage of mathematics teachers? asks Neill Ransom

"Who will take us for maths today?" A pitiful plea heard all too frequently in classrooms around the country today as schools battle on in the face of a chronic shortage of teachers for a subject considered one of the two basics of educational life.

What has brought our schools to this? Who has allowed us to reach a stage of dire shortage in a subject area that society and industry set alongside English as a prerequisite? What hope is there of alleviating the problem in the future? And, for the sake of those pupils currently passing through the schools, what steps can be taken rapidly to allow them a fair deal?

The problem is one—like most in education—which cannot be attributed to a particular cause, but rather has a number of contributory reasons; and again like so much in education is pontificated upon with little research evidence to provide firm foundation.

Mathematics perhaps more than most subjects has produced an aura around it of mystique, of requiring special gifts. Had we done more in the past to dispel such claims it might have eased our present plight. Certainly there persists a "fear of mathematics", coupled with the almost legendary wives' tale concerning the lack of mathematical and scientific ability of women.

Some would, and do, place the blame for our present problems at the door of the Schools Maths Project and other modern schemes. But while a teaching scheme may, or may not affect mathematical learning SMP came too late to be a cause of today's chronic shortages of specialist staff. The effect that such schemes can have is to make the job of "stand-in" non-specialist staff even more difficult and therefore more detrimental. While they might do some good teaching of the basic traditional mathematics they were brought up on, the natural reaction to something foreign is often to opt out. With over 50 per cent of secondary mathematics taught by non-specialists (*TES*, February 4) and 95 per cent of primary mathematics taught by those without a main mathematics training course, the situation is grave.

As with many aspects of schooling, society has done little to help and much to hinder our problems. The 1950s boom in computers rapidly followed by the rise to ascendancy of the accountant in management of the sixties did little to alleviate mathematical shortages in schools. The population bulge with its resulting increase in actual schools only served to spread what "icing" there was a little thinner.

The fall in discipline in schools, like society, has surely also had its effect upon subjects which demand discipline and rigour more than most—thus mathematics and the sciences have suffered. Society has been sold an easy approach to most things, and the soft-option subjects have gained at the expense again of physical sciences and mathematics. In this connexion it will be interesting to see the results of a research programme being started at Southampton University into why 16 to 18-year-olds do not choose mathematics.

The law of diminishing returns is well known, and even a fixed percentage entering teaching from those studying mathematics is no good to us if the total is ever-decreasing. We are now well down the spiral of deprivation where less and less produce fewer and fewer. Who is to be wooed along the pathways of mathematics if no enthusiasm is transmitted by those with a love of the subject?

So, is there a way out of the situation?

To anyone who views problems as a challenge, and sees in the present unfortunate cut-backs in education and unemployment of teachers a chance to improve quality and be a little more selective, there would seem to be a way ahead. However, it will need Government, DES and l.e.a.s to take the initiative quickly.

In the long term there must not only be control of overall numbers of teachers in training—and of late surely all who read papers know that some attempt is being made at this—but there must be some control to ensure adequate qualified staff to cover each major area of the curriculum. The present situation—with a dearth of teachers in mathematics, modern languages, and technical subjects while we have far too many trained for PE and the humanities for example—is ludicrous.

There must also be some control on entry standards, which is an area the Joint Mathematical Council has recently been looking into. In a paper entitled "Levels of professional qualifications and requirements for mathematical teachers", the Council suggests a basic requirement of O level for anyone to train as a teacher of mathematics—be it as a secondary specialist or part of a primary package. It also produces fairly obvious guidelines, such as, for a teacher to O level requiring an A level plus suitable professional training in method. The council's current chairman, Professor Brian Griffiths of Southampton, says they estimate a time scale of five years to allow the CNAA and other awarding bodies to build in these requirements, but that it could be some 20 years before the bulk of those entering the profession will comply. Even then this represents only a small part of the existing teacher force who will still be at post.

The other major step, unpopular thought it might be with many, could be to recognize the market worth of the subject in competition with industry and commerce and to pay maths trained staff an extra allowance whilst they spend their day teaching the subject in the classroom. Many mathematics and science staff have already reaped the benefit of their logical mind and training and moved on to management posts in schools of all sizes—thus depriving the classroom. In the short term—in order to benefit those currently passing through our schools—the remedy must lie with those of us actually in the schools, backed very strongly, one would trust, by the l.e.a. machinery. The DES has already made a start by inviting 10 colleges to run one-year conversion courses for non-maths specialists, though it is unlikely many serving teachers can be spared.

So, in schools an intensive series of in-service—preferably in school—courses on both content and method must be run, by department heads, perhaps after having themselves attended an l.e.a. training course. In the primary schools a local level approach must be used, and content would probably not be Fletcher based, but simpler and more standardized.

If the next school year were to see started a "saturation policy" of training our present staff to teach mathematics, whatever their subject background, we should be well on the way to overcoming the situation we have inherited. Then, perhaps, pupils would know who their real maths teacher was each day.

Neill L. Ransom is a senior teacher at Richard Aldworth School, Basingstoke, director of the national course "Timetabling in the secondary school" and holder of a 1977 Churchill Fellowship to study management of large schools in the United States and Canada.

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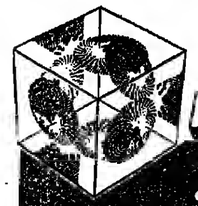

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Classroom approaches

Practical thinking

John Baker on the new Open University course in mathematics education

The current debate on core curriculum and its concentration on basic skills is in danger of missing two important points. The first is that skills taken out of context are like fish out of water. In particular, the ability to work with numbers is only worth acquiring if there is a pay-off that relates to children's needs as they perceive them. The initial pay-off may come simply from the joy of practising a newly acquired skill, but such joy will soon wear thin if use of the skill is not directed towards practicality and relevance. The confidence to use a skill properly can only be had if the skill is practised wherever it is appropriate. And for mathematics, every other subject is an appropriate practice ground.

For example, imagine a class of 13 year olds working on one of the latest history projects—"The Mystery of the Empty Grave". Part of the evidence presented to date the burial is a collection of coins. Coin experts studying the find said: "Only one coin could definitely be identified with a king—King Theodebert II who reigned 592-612 AD. There may also be coins connected with three other kings—Clothair II (reigned 613-29 AD), Dagnbert I (reigned 622-38 AD), Clovis (reigned 639-57 AD). This helped the experts to work out a tentative date when the coins could have been put together in the purse—about the year 625 AD".

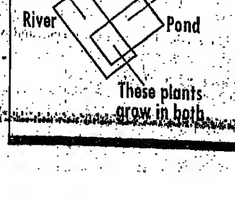
Children having confidence with numbers will not be put off by the ones involved here—592, 612, 613, etc. They will soon get going on their own investigation.

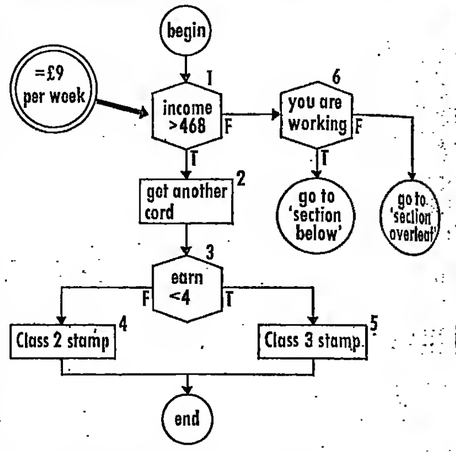
Theodebert comes to the throne ↓ (592 + Clovis dies ↓ 657) ÷2 = 624½ ≃ 625

So that's how the experts worked it out. And if the concept of order is one with which they have equal confidence, their investigation follows with: "If the coins with Clovis' head really are in the find, the earliest possible date for the collection is 639."

The second point on which the debate may founder is that arithmetic skills are only a part of the total picture. Not to recognize the progress that has been made in curriculum development in mathematics over the last 15 years would be a failing that cannot be afforded. The ideas of so-called modern mathematics (set, relation, etc) are not only central to the development of mathematics, they have a fundamental service role to play as tools for thinking about (conceptualizing) and working out (analysing) situations in every subject area.

As a very simple example of where the idea of set was useful, two 12 year olds were investigating the differences and similarities between plants that grow in rivers and plants that grow in ponds. They were having difficulty working out the possibilities and a diagram (see below) helped them to see the option clearly, as well as providing a framework for classifying the data they subsequently collected.





The two examples given so far are typical of the material that a group of mathematicians and educationists at the Open University have been gathering for a new course in mathematics education. The main theme of the course will be to show that mathematical thinking can be of great value to children right across the curriculum. It is a theme which follows very naturally from that developed in the Open University's reading diploma and is closely linked to many of the ideas expressed in the Bullock Report. In fact chapter 12 of Bullock is no less relevant if the word "mathematics" is substituted for "language" throughout.

The Open University group is keen to make sure that their course covers a wide range of concepts and skills. They believe that in all subject areas mathematical ideas can be recognized and that great benefits will accrue from their explicit use. This belief can be supported by hard evidence from a number of sources:

● The Schools Council mathematics curriculum project is soon to publish a large collection of the uses of mathematical ideas, drawn from many different subject areas;

● The whole of one number in the most recent volume of Educational Studies in Mathematics was devoted to a curriculum project in Holland that concentrates on using mathematical ideas to solve problems based in the children's everyday experience;

● At the third ICME conference in Karlsruhe, one of the most exciting projects was that of USMES (unified science and mathematics in elementary schools), where the whole emphasis is on reality and relevance. Here mathematics is given the same treatment as carpentry, namely it is used as a skill or tool to be picked up when it is needed—and needed it certainly is if your aim is to persuade a reluctant county council that the road outside your school is dangerous and needs a zebra crossing.

Finally, a special aim of the Open University group is to show that a mathematical approach to analysing situations can be very fruitful, no matter in what context the situation arises. Here, one particular mathematical concept seems to be emerging as a most valuable device. It is that of network and its extension to the idea of a flow chart. To illustrate the power of flow charts as an analytical tool, here is a passage taken from the National Insurance guide for young people.

"So you must get another card and put on it a 'Class 2' (self-employed) stamp if your earnings are £4 a week or more, or a Class 3 (non-employed) stamp if your weekly earnings are less than £4 but if your total income is £468 a year or more you may apply for a

exactly as shown in the sections 'If you are working for yourself (ie, self-employed)' and 'If you are not working (ie, non-employed)' below and overleaf)."

Logically, the passage appears to start with instructions of the form, "Get a new card" and "If you earn less than £4 then . . ." but a more careful analysis shows that this is not so. A full flow chart for the process looks more like the diagram above.

Apart from revealing a major flaw in the way the paragraph has been constructed, the logic and hence meaning of the excerpt is now much clearer. The suggestion here is not that the National Insurance guide should have been written in flow chart form (that is a separate issue). Rather, if you were young and starting employment, you would need this mathematical technique as a means to a very necessary end.

For too long a social antipathy ("I always was hopeless at maths") has been allowed to prevail in classrooms. It is time for every teacher to shoulder his responsibility as a user of mathematics.

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John Baker is a lecturer in mathematics at the Open University and chairman of their Mathematics Education Group.

Classroom approaches

One aspect of mixed ability teaching—a class project, "Measuring Myself".

Investigating mixed ability

Report on the Schools Council working group by P. A. Bailey

The teaching of mathematics to mixed ability groups is a controversial issue about which much has been written and said. The recent document "An appraisal of problems in some key subjects by HM Inspectorate" mentions that in some cases problems have been accentuated by the decision to adopt mixed ability teaching for mathematics. The mathematics committee of the Schools Council has been aware that the problems of teaching mathematics in a mixed ability class are sufficiently distinctive to merit special study. With this in mind last April they set up a working group to carry out a one year survey of current practice and to produce a report which they hope to issue later this year.

The group includes classroom teachers, advisers and lecturers. Initially a questionnaire was sent to local education authorities asking for details of schools which were using mixed ability teaching in mathematics in the age range 11 to 16, persons with experience in this field, and any active local groups producing materials for mixed ability classes.

The group identified 26 schools which represented a fair cross-section of current practice. These schools were contacted and two day visits arranged. Persons with experience and active local groups were invited to make written submissions to the group.

During visits to schools various aspects of teaching mixed ability classes were explored by talking to teachers and children, or by observing what happens in the classroom. Particular areas of interest were: departmental philosophy; organization; teaching models; course content; materials used; assessment and evaluation. Some schools which had special problems or features were revisited. These revisits included a further investigation of a variety of schemes, methods and materials and also included schools with a high immigrant population (and hence language difficulties), floor teachers for remedial work and assessment, team teaching, mixed ability up to 16, mode 3 examinations, a degree of pupil choice built into the scheme, schemes using a variety of teaching models, a strong emphasis on investigation type work, a strong emphasis on "traditional" course content and a gradual introduction of mixed ability teaching.

From our visits predominant teaching models have become apparent. These models tend to overlap within schools since a variety may be used with different classes and, in some cases, a combination of models may be used with an individual class. Whole class activity involves all the pupils in the study of the same topic at the same time. The pupils may either be working from material in the form of worksheets, workcards or topic workbooks, or be involved in various levels of investigation of a teacher initiated problem or activity. Group work involves small groups within the class carrying out different tasks from a variety of either commercially published or school produced sources. The most popular teaching model is some form of individualized work. Pupils may work on materials from a structured scheme where the tasks are assigned systematically or by the teacher, or they may choose their tasks from a bank of material with guidance from the teacher.

These models will be described in more detail, together with actual accounts of classroom practice, in the working group's report which the Schools Council hope to issue later this year. In producing this report the aim is not either to promote or to discourage mixed ability teaching but to make available to all those interested, the experience in mathematics of other teachers. It will include a discussion of the possible desirable aims of mathematics teaching and how these aims are achieved in mixed ability classes through such considerations as good quality and variety of tasks, providing continuity of learning; developing pupil autonomy and encouraging mathematical discussions in the classroom. A comparison of the different teaching models in use will be given using the criteria of organization in the classroom, tasks and their purpose, resources and their organization, differentiation between the different abilities, task assignment, the teacher's role and discussions within the class.

A audio-visual pack containing slides, a commentary and overhead projector masters may be available to complement the report. It will illustrate some of the findings and will be particularly useful for in-service training and teacher education. Topics such as ways of operating, materials, the role of the teacher, evaluation, remedial provision, floor teachers, assessment and records, structured schemes, homework and planning will be shown.

To introduce the results of its work the working party proposes to hold a residential weekend in Birmingham, September 9-11. The total cost (excluding travelling) will be £12 per head. The conference will be specially designed for mathematics advisers, curriculum development officers, heads and teachers who might be concerned in an advisory role in their own areas and schools, and others who are in a position to initiate and support local development work. Of course, teachers not so immediately concerned would nevertheless find the study weekend of interest. Full details will be available in the summer term but those interested should write to Mrs J. A. Denyer, The Schools Council, 160 Great Portland Street, London W1N 6LL. Further information on the work of the group may be obtained from the Secretary/Writer, 56 Woodland Lane, Leeds LS7 4PD.

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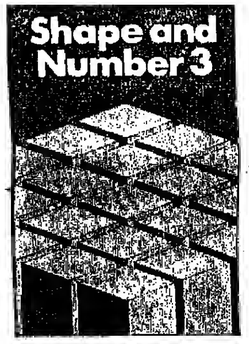

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Classroom approaches

Making good use of the machine

The work of the SMP Computing in Mathematics Group described by Rosemary E. Fraser

Educational innovators are often pictured as irresponsible—seizing the latest gimmick or novelty to advance their own hare-brained theories. The approach which many bodies, including the School Mathematics Project, are taking to electronic calculators suggests that, in this case, the above statement is far from the truth.

Like log tables and slide rules, calculators provide a more efficient way of performing arithmetical calculations. They differ from previous aids in their speed and in the ease with which they can be used. It is these two aspects of the calculator that promise major changes in our attitude to maths and in the way we can teach it more effectively.

There are dangers. Especially the worry that children who use the machines may lose or never develop basic competence in arithmetic. Teachers must be aware of such disadvantages, and the need, therefore, is for a structured approach to the use of machines in the classroom.

The SMP is studying the use of calculators, and teachers in six schools are paying close attention to aspects that may threaten numeracy. They are also attempting to establish guidelines for the sensible use of simple calculators.

There is a class set of machines (four functions, square root, memory and % key) in each school, and a member of the SMP Computing in Mathematics group available to offer and collect information and advice. The investigation is planned initially to run for a year. The major work is to examine how the machines can aid the curriculum and also how they make possible new approaches or even new topics.

The SMP will support changes in the curriculum by producing teaching materials. Schools may also wish to modify their Mode 3 CSE syllabus, and it is probable the SMP O level syllabus and exam will be reviewed. All schools taking this exam have been consulted. Any changes must maintain fairness and ensure that elementary skills are still effectively tested.

The investigation is only the latest task of the SMP Computing in Mathematics group. A number of books and materials have been published in the past few years—for example, the *Teacher's Companion: 11 to 16*, a general discussion of the use of computers in maths teaching and discussion of their application in particular areas.

The latest work, due for publication early this year, is COMPACK—Computer Orientated Mathematics Package. This differs from other SMP computing publications in that it is pupils' material. The package has four sections:

- First steps in programming—a simple programming course suitable for 11-year-olds onwards, produced as Spirit Duplicator Masters;
- Preliminary pack—a set of work cards reinforcing at each stage the programming skills developed in "First steps in programming";
- Main pack—a resource pack of work cards, each aimed at aiding understanding of mathematical topics by using a calculator or computer;
- Extension pack—the first cards in this pack provide a course in BASIC programming language, the remaining cards are on mathematical topics suitable for use in the 14 to 18-year-old range.

COMPACK emphasizes maths rather than computing and even when dealing with programming techniques uses every opportunity to increase mathematical competence and understanding. Although written for a computer, many of the cards can be used with a calculator and others are easily adapted for this purpose. This is clearly indicated in the index in the teachers' guide, which also cross refers the cards to current SMP texts.

Thus both present and past work of the group focuses on exploring algorithms and processes which are basic elements in using calculating aids effectively. Many agencies have promoted the use of computers in schools; it is important to emphasize that the SMP computing group's aim is not computing for its own sake but is always to see how these machines can contribute to the teaching of maths. Some areas which offer scope for experimentation are:

The study of functions and transformation—these can be approached and efficiently investigated experimentally. Repetitive and tedious calculations need no longer obscure mathematical ideas.

The understanding of equations and their solutions. Trial and error dialogues leading to iterative processes give a new approach.

The appreciation of the power of mathematical modelling. The possibility of building simple models and then testing their behaviour gives scope in many branches of study—simulations, probability experiments, etc.

The appreciation of number, size of number, estimations, approximations, errors, number patterns, sequences, limits, convergence, divergence.

Application of logical thought through producing algorithms that are used to clarify the process rather than disguise it.

The experience of members of the group, together with teachers using the materials, supports the belief that computers and calculators can provide motivation and aid the better teaching of maths. In addition, the machines can help to give new insights into maths. Their influence may well lead to changes in the content, emphasis, order and presentation of the maths curriculum.

Mrs Rosemary E. Fraser is senior lecturer in mathematics at the College of St Mark and St John foundation, Plymouth, and a member of the SMP Computing in Mathematics group.

From the past

Have we learnt anything in half a century, asks F. W. Kellaway

To those who aver that things are not what they used to be, there always comes the retort that they never were. What views on mathematics have been accepted doctrine in, say, the last half-century? Some references to official documents may be illuminating, and thought-provoking.

The erstwhile Board of Education always emphasized that its *Handbook of Suggestions for Teachers* was not an "exhaustive compendium of the subjects to be taught or the methods to be adopted in teaching". The suggestions were just that—suggestions for consideration—and nothing more.

"The only uniformity of practice that the Board of Education desire to see is that each teacher shall think for himself, and work out for himself such methods of teaching as may use his powers to the best advantage and be best suited to the particular needs and conditions of the school. Uniformity in details is not desirable even if it were attainable."

The 1927 edition of the *Handbook* was much influenced by the just published report of the consultative committee on *The Education of the Adolescent* (the Hadow report). The section most relevant to these notes, although headed "arithmetic and elementary mathematics", was largely concerned with an "ability to apply numbers to everyday problems", with "applied and concrete arithmetic, rather than abstract arithmetic". Accuracy was regarded as an essential. "In arithmetic, as in all written work, systematic correction is of the greatest importance and children should learn from their mistakes."

In central and senior schools, where a three or four-year course was available, an initial consolidation of the rules of arithmetic was desirable, with "speed and accuracy looked for in an increasing degree". In the later years a bias of applications might appear. Graph-drawing, some elementary trigonometry and geometry (especially solid geometry) and experimental mechanics might find a place.

As for girls, "certain difficulties of conditions, interests and ability necessitate differences in the selection and treatment of the subject matter". The "average girl's out-of-school experience" was somewhat narrower, while, without instruction in woodwork or metalwork, there were fewer opportunities for concrete applications of geometry or practice in measurement. "It should not be assumed, however, that those aspects of the physical world and of social life, which are better understood by persons who have had a mathematical training, are necessarily outside a girl's interest."

But attitudes were already changing. By 1937, when a new edition of the *Handbook* was issued, which remained in use until after the war, our subject had become mathematics. Its threefold aim was set out: "To help the child to form clear ideas about certain relations of number, time and space; to make the more useful of these ideas firm and precise in his mind through practice; and to enable him to apply the resulting mechanical skill intelligently, speedily and accurately."

But work should fit the capacity of the individual child; streaming by ability was highly desirable; and memorization of tables was essential. "If he fails to learn the tables properly ... or if he fails to master them at the right time, he is hampered in all subsequent work."

Some "automatic knowledge" could be assumed at the end of the infant school stage, and the board's educational pamphlet 101, *Senior School Mathematics* showed that, on transfer from junior to senior school, the parts of the syllabus "which may fairly be expected to be permanently known by all normal pupils" were:—

Addition and subtraction of whole numbers, money, lengths, times, weights and capacities without undue complexity as regards numbers and units.
Short and long multiplication and division of numbers.
The process of reduction applied to simple examples only.
Short multiplication and division of money, lengths, times, weights and capacities.
Addition, subtraction, multiplication and division of fractions with small denominators.
Mensuration of rectangles and cuboids.

Abler pupils would have proceeded to the applications of rules, already learnt, to less simple numbers and a wider range of problems, and would have been introduced to the decimal notation, the meaning of percentage, and simple practical geometry and scale drawing.

Upon this solid foundation, it was possible for the post-11-year-olds to understand a mathematical structure that might include extensive mensuration and graphical work, algebraic symbolism, equations and formulae.

The *Handbook of Suggestions* illustrated all this, and pointed to such possible fields of application as financial transactions (income and expenditure, saving and investment, banking, mortgages and insurance, rates and taxes, etc), domestic housekeeping, the mechanics of machines, and so on.

The 1939 Spens report on *Secondary Education*, which had special reference to grammar and technical high schools, had similar ideas on what might reasonably be expected of their entrants, and largely accepted the then traditional curriculum. It was indeed, more concerned about the attitudes of mathematical teaching than the content.

"We believe that school mathematics will be put on a sound footing only when teachers agree that it should be taught ... because it is one of the main lines which the creative spirit of man has followed in the development." And, again, "the course will not aim at completeness in a limited sphere; it will not pursue the mastery of technique beyond what is required for use, but will endeavour in its choice of topics and ideas to show how man has faced and solved problems the solution of which was vital to his progress, and will take care to introduce the pupil to the tools which are most useful for the problems of today".

With the Norwood report (*Curriculum and Examinations in Secondary Schools*) in 1941 came major sounds of reform. True, it acknowledges that over 30 years "mathematics has reformed itself; the various branches of the subject have coalesced, dead matter has been pruned away ... and laborious formal proof and rigidly logical sequence have been replaced by shorter methods".

However, "the process of purging away old-fashioned topics" should be carried still farther while pupils who, from 11 to 14, "showed little ability or were little attracted by the subject" should have a lighter, less exacting course.

We must jump to the 1960s, though noting, in passing 1959, that the Crowther report *11 to 18* had made a plaintive call for better qualified teachers of mathematics. "An average of half a graduate per modern school is surely insufficient", was its mild understatement, while it drew attention to "the considerable number of training college students, especially in the women's colleges, who have done virtually no mathematics for three or four years before admission, and had been unable to secure a pass in Ordinary level in that subject".

Professional bodies, and many others, were also complaining about these deficiencies and weaknesses. They still do.

There was a familiar note, too, in the 1963 Newsom report, *Half Our Future*, which was concerned with "pupils of average or less than average ability". In its index we find "Mathematics (see also, Numeracy)", and in the text is a recognition that "many of our children (that is, the average or less than average) will not have acquired facility in the four processes of addition, subtraction, multiplication and division in the primary schools". Was it possible to develop "new approaches to mathematics for the slow arithmetician comparable to the successful new approaches to reading for the backward reader"?

By 1967, when *Children and their Primary Schools* was published, it could claim that a revolutionary change was under way. An emphasis on mathematical concepts, discovery methods, number series, sets and shapes characterized the new approach.

There was experimentation at the secondary level also, with "projects" galore.

These discursive notes are not intended to have a moral. Nevertheless, it is noteworthy that this period, with its changing approach to mathematics teaching (both in terms of content and method), has coincided with an increasing chorus of complaint from parents and employers that children are less well, rather than better, equipped for the tasks they have to perform.

Notions of a core curriculum, of a minimal mathematical achievement not vastly different from the 1937 list, and of a "grouped course" qualification are now gaining ground. If they prevail, will the complaints cease?

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HULTON
Raans Road, Amersham, Bucks

SECONDARY
English
continued from page 38

CAMBRIDGESHIRE
SAWSTON VILLAGE COLLEGE
Required for September, ... to take charge of the SCHOOL LIBRARY and teach ENGLISH ... "O" level and C.S.E. standard, in this mixed comprehensive 11 to 16 school with a roll of ... in September, 1977.
This is a modern Community School with excellent facilities situated in pleasant surroundings on the outskirts of Cambridge.
Further details (stamped addressed envelope, please) available from The Warden, Sawston Village College, New Road, Sawston, Cambridge (Telephone Cambridge 832217), to whom application should be made as soon as possible.

CHANNEL ISLES
STATES OF JERSEY
EDUCATION COMMITTEE
HAUTLIEU SCHOOL
Headteacher: Mr. T. R. Worrall
Required for September, 1977, an experienced, imaginative and enthusiastic TEACHER of ENGLISH (Scale 3) to be second in the Department, sharing responsibility with the Head of Department and teaching the subject to "O", "A" and "S" levels.
Further details and application forms from the Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I., to be returned to the Head Teacher by April 14th 1977.

CROYDON
(London Borough of)
JOHN RUSKIN HIGH SCHOOL
Upper Shirley Road, Croydon, CR0 5AD
Tel. 01-656 ...
Tenable: 1st September, 1977
A Graduate TEACHER of ENGLISH able to teach throughout the ability range from C.S.E. to "A" level. This is a Scale 2 post for an experienced teacher, but recently qualified graduates or graduates in training will be considered for a Scale 1 post.
An interest in the school library would be an added qualification.
The school is a 14-18 senior comprehensive high school (mixed) having 820 on roll of whom 340 are in the Sixth Form. Of those some 140 pupils are embarked upon "A" level courses in English.
Salary—Burnham Scale 2 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by the 1st April, 1977.

CUMBRIA
EDUCATION COMMITTEE
ST. AIDAN'S SCHOOL
Carlisle
Headmaster: N. H. Sidaway, B.A.
(Mixed: 11 to 19; 1,500 pupils)
Fully comprehensive non-denominational organised pastorally in three horizontal schools and academically in seven faculties.
Faculty of Humanities: SECOND in ENGLISH DEPARTMENT, Scale 2, required for September 1977. An ENGLISH GRADUATE to teach all ages and abilities from mixed-ability Lower School forms in a variety of examination courses, including Mode 3 "O" level and C.S.E. language and literature, related studies, and Sixth-Form "A" level and C.E.E.
Candidates must be prepared to accept administrative and curricular responsibility according to interest and experience. The Department has its own rooms, class room, libraries and resources, access to good reprographic facilities and excellent audio-visual process.
Application form from Headmaster, St. Aidan's School, Lismore Place, Carlisle, to whom they should be returned as soon as possible.

CUMBRIA
EDUCATION COMMITTEE
NEWMAN SCHOOL
Carlisle
(R.C. Comprehensive: 11-18 Mixed; 1,000 on roll. Opened 1968)
Required for September, 1977. TEACHER for ENGLISH. Scale 2 to be second in department.
Well established Sixth Form Courses.
Application forms and further particulars from Headmaster, Newman School, Victoria Place, Carlisle CA1 1NA, to be returned by 30th March, 1977.

EAST SUSSEX
UPLANDS COMMUNITY COLLEGE
Wadhurst
A member of the ENGLISH DEPARTMENT is required for September, 1977, to teach to G.C.E. "O" and C.S.E. levels at this rural mixed comprehensive school with 650 on roll, ages 11 to 16. Scale 2 available for candidates able to take responsibility for the recently extended library and resources area with ancillary support.
Scheme of relocation grants available in approved cases.
Further details from the Principal, Uplands Community College, Wadhurst (foolscap stamped addressed envelope), to whom applications should be returned within two weeks of this advertisement.

ESSEX
CHALVEDON COMPREHENSIVE
(11 to 18)
(Roll 1,370)
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552634
ENGLISH
Scale 3 (Second in Department). Required September, 1977. To have a considerable share in the direction of this large and important Department. Facilities include CCTV, fully developed Library, Resources Centre, and Drama Hall. Outer London Fringe Allowance payable; possibility of rented accommodation.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM—CHATHAM SOUTH SECONDARY SCHOOL
Letchworth Avenue.
(Mixed: 600 on roll)
Telephone: Medway 404377
Required for September, 1977, a TEACHER of ENGLISH to teach mixed-ability groups throughout the school including examination work. A willingness to participate fully in departmental activities is essential.
A Scale 2 post is available for a teacher with some experience and the enthusiasm and ability to accept responsibility but applications are also invited from students seeking their first appointment.
An involvement in the pastoral work of the school will be expected and assistance with games or other extra-curricular activities would be an additional recommendation.
The school opened in September 1973 and is situated in a pleasant residential area on the outskirts of Chatham.
Apply by letter to the Headmaster immediately giving the names and addresses of two referees, or telephone for further information.

GILLINGHAM DIVISION
UPBURY MANOR SECONDARY SCHOOL
Roll 1,700
HEAD of Lower School ENGLISH Scale 3.
Required for September, a suitably experienced TEACHER to assume responsibility within the ENGLISH DEPARTMENT for English in years 1 to 3 in 12 form entry school. Organising ability and initiative essential.
Further details and application forms from the Headmistress, Marlborough Road, Gillingham, Kent. Telephone Medway 52911.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SCHOOL
Green Street Green Road, Dartford, DA1 1QE
HEAD of ENGLISH (Scale 4). Large modern purpose built school on outskirts of Dartford. English is compulsory for all 1,000 (approximately) mixed pupils and most take "O" level or C.S.E. examinations. Department is staffed by 12 specialists and assisted by a good Remedial Department.
Well qualified and experienced TEACHER required with good organising ability. Fringe Allowance of £150.
Applications by letter to the Head teacher giving full details and the names and addresses of two referees.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RUTLISH SCHOOL
Watery Lane, Merton, SW20 9AD
Headmaster: Mr. H. R. Coyle, M.A.
Required September, 1977, for this Comprehensive School for Boys, 13-18 years, situated in a pleasant conservation area (780 on roll, 180 in the Sixth Form), a TEACHER for ENGLISH. Ability to help with a small group of boys requiring remedial teaching is essential but work up to "O" level will be available. A Scale 2 post will be available for someone with experience of remedial work.
London Allowance £402. Legal expenses up to £350 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmaster, on receipt of a stamped addressed envelope, to whom the forms should be returned by 1st April, 1977.

NEWHAM
(London Borough of)
BRAMPTON MANOR COMPREHENSIVE SCHOOL
Roman Road, London E6 3SQ
Roll: 1,847 Co-educational
Required for September, 1977:—ENGLISH TEACHER to be second in the department. There are well established courses leading to C.S.E., G.C.E., O.C.E.
Burnham Scales plus London Allowance £402 plus Annual Supplement £313.
Full details and application forms are available from the undersigned. Completed forms to be returned to Education Offices, Broadway, Stratford, London E.15.
A. S. Wilkie, M.A., Ph.D., Director of Education.

NORTH YORKSHIRE
(County of)
RICHMOND SCHOOL
Coeducational, comprehensive, 11 to 18 F, 1,585 pupils
Sixth Form 175
Required for September, 1977: TEACHER of ENGLISH, at all levels up to University entrance. Scale 2 or 3 for sound experience and effectiveness.
Applications with curriculum vitae, the names of two referees (and stamped addressed envelope if you require an acknowledgement) should be sent as soon as possible to the Headmaster, Richmond School, Darlington Road, Richmond, North Yorkshire.

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
THE JOHN TAYLOR HIGH SCHOOL
Barton-under-Needwood, Burton upon Trent
Group 11
Headmaster, N. W. J. Adams, B.A.
Required for September, 1977, a well qualified GRADUATE as Second in the ENGLISH Department (Scale 3) to take a full share in the organisation and teaching of the subject to "A" level and to have overall responsibility for the Library.
The John Taylor High School is a mixed comprehensive school set in a very pleasant part of rural Staffordshire.
Application forms and further details are available from the Headmaster of the school on receipt of a foolscap stamped addressed envelope. Closing date Thursday, 31st March, 1977.
H. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent, DE14 1NF.

SUTTON
(London Borough of)
THE JOHN FISHER SCHOOL
(R.C. VOLUNTARY AIDED)
Peaks Hill, Purley, Surrey CR2 3YP
Required September, 1977: ENGLISH Department. A GRADUATE to teach to "O" level. Advanced level work and Scale 2 available for suitable applicant. An ability to share in teaching of R.E. or to help with games would be an advantage.
Applications to the Headteacher with curriculum vitae and names and addresses of two referees.

WARWICK
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick
(Direct Grant Independent Grammar School of 570 girls)
Required for September, 1977 HONOURS GRADUATE to share the teaching of ENGLISH throughout the school. Scale 2 for suitably qualified and experienced teacher.
Please apply to the Headmistress as soon as possible.

WEST SUSSEX
SOUTHERN
DAVISON C.E. (CONTROLLED) HIGH SCHOOL FOR GIRLS
Selborne Road, Worthing
870 on roll / 12-18 years
For September, enthusiastic specialist TEACHER of ENGLISH (Scale 2). Graduate preferred, to teach throughout age and ability range, "O" level and C.S.E. courses.
An interest in Library and/or Drama to assist Head of Department, an advantage.
Apply by letter to Headmistress giving full details and names of two referees.

Scale 1 Posts

BARNET
(London Borough)
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill
East Barnet, Herts
01-449 4551
Nearest tube station: Cockfosters
Co-educational, comprehensive; roll 1,100; 11-18; Sixth Form 160.
Required September, 1977, Scale 1 TEACHER for ENGLISH and REMEDIAL work, mainly in Middle School. Teacher appointed will teach "O"/"A" level classes but an interest in teaching pupils of average and below average ability is essential.
In approved cases assistance may be given by way of up to 100 per cent removal expenses and the payment of separation allowances.
Applications immediately, giving full details, including names of two referees, to Headmaster (stamped addressed envelope).
Director of Educational Services.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HARLINGTON UPPER SCHOOL
Harlington, Dunstable, Beds
(13-form entry co-educational 13-18)
Required September, 1977, a TEACHER of ENGLISH (Scale 1) to join an expanding and progressive department. Willingness to teach at all levels, including Sixth Form, essential. Ability in the teaching of drama would be an advantage. Lower School French or German would be of assistance though not essential.
Application form and further details from the Headmaster. Closing date, 30th March, 1977. Stamped addressed envelope, please.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
Required for September, 1977, TEACHER of ENGLISH with a willingness to teach part of the time in the Remedial English area.
Application form and further details available from the Headmaster at the school. Stamped addressed envelope, please.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEA MANOR HIGH SCHOOL
Northwell Drive, Luton
Headmaster, Mr. R. L. Austin, B.A.
Required for September, 1977, TEACHER of ENGLISH, Scale 1, within the Faculty of Language Studies at this new purpose built mixed comprehensive school catering for the 11 to 16 age range.
Some assistance with accommodation may be possible.
Application forms obtainable from the Headmaster (stamped addressed envelope please).

BRENT
(London Borough of)
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Park Side, N.W.2
(Roll 827)
This new six-form entry Comprehensive School opened September 1974 with only a first year and will have its fourth first-year intake in September 1977. It is supplied with the most modern equipment and specialised accommodation in all departments. The school is situated in very pleasant surroundings and comprises a main three-storey block, Sports Hall, large playing field and self-contained ninth area. A Sixth Form block is to be built next year.
Required in September: GRADUATE TEACHER of ENGLISH (Scale 1) to join lively, enthusiastic, growing department. Capable of teaching mixed ability classes in the first three years. It is hoped that the teacher appointed will have an interest in Reading Development. Opportunity to teach C.S.E. groups and later, "O" and "A" level English Language and Literature, as the school grows. An interest also in Games would be welcome.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and references.

BRENT
(London Borough of)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley HA9 8NA
(Roll 1,180, expanding to full 7 form entry: 11 to 18; approximately 300 in well-established Sixth Form. Excellent modern facilities in all subjects)
Required Summer term, for one term only—
TEACHER of ENGLISH to teach throughout the school in well-established Department where work is taken to C.S.E., "O" and "A" level. Scope for help in Drama, Library or School Magazine production. Please state interests including Games. Scale 1, an experienced Teacher could be offered a Scale 2 post.
London Allowance of £402 per annum is payable.
Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications experience and references.

BROMLEY
(London Borough of)
CRAY BOURNE SCHOOL (MIXED)
Hearns Rise, St. Paul's Cray, Orpington, Kent, BR5 3NB
Headmaster, O. S. Cole, B.A.
An enthusiastic TEACHER of ENGLISH is required for May or September. Teaching is to mixed ability groups leading to C.S.E. and G.C.E. "O" level in a community minded school.
A Scale 2 post is available for a suitably experienced teacher.
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London Area.
Write direct to the Headmaster with details of career and the names and addresses of two referees.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS—BRIDGEWATER HALL
Lower School—"Shared Time". Man or woman to join the team responsible for the Lower School curriculum. See Humanities Section. Scale 1 post. Write for full information.
The Stantonbury Campus is the first of a number of large comprehensive school campuses to be developed within the new city of Milton Keynes. Ultimately it will provide secondary education for 4,500 students in the age range 12 to 19, distributed through three schools of 1,500 students each. All the schools will share the facilities of an extensive Central Resource Area on the site in addition to their own provision. As a result of close cooperation with local authorities, a large Leisure Centre, Theatre, Music Centre, Health Centre, Ecumenical Centre, Community College, Youth Centre, shopping and recreational facilities are all an integral part of the campus for shared use with the surrounding community.
The first of these comprehensive schools, Bridgewater Hall, opened in September 1974, with 200 students (now 1,000) and its first members have just gained their "A", "O" and C.S.E. successes and University places. Very wide career opportunities for teaching staff will develop as the campus grows.
Help with housing may be available. Removal expenses payable in approved cases. Application as soon as possible to Geoffrey Cooksey, M.A., Director, Stantonbury Campus, Stantonbury, Milton Keynes MK14 6BN. Tel Milton Keynes (0908) 314466. Full information will be sent immediately.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
NEWQUAY TREVIGLAS SCHOOL
Newquay, Cornwall TR7 3JA
Group 10, 11-18 Comprehensive
Number on Roll: 950
Headmaster, R. T. Hewett, B.A.
ENGLISH—Scale 1
For September, 1977, a TEACHER of ENGLISH.
Applications should be made by letter (no forms) and should include curriculum vitae and names and addresses of two referees. Further details will be sent from the school upon receipt of a stamped addressed envelope.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
POLTAIR SCHOOL
Trevarthian Road, St. Austell PL25 4BZ
11-16 Comprehensive—Group 10
Headmaster, A. W. Smith
ENGLISH—Scale 1
For September, 1977, TEACHER to assist in the teaching of ENGLISH throughout the school. Proven ability to teach to "O" level an advantage. Scale 2 post might be available for an experienced teacher.
Details and forms of application may be obtained from the Headmaster to whom completed forms should be returned within 21 days of the appearance of this advertisement.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
HELSTON SCHOOL
Church Hill, Helston TR13 8NJ
(12-form entry: Group 13)
Headmaster, A. S. Worrall, B.Sc., J.P.
ENGLISH, Scale 1.
For September, 1977, TEACHER of ENGLISH principally for the first and second years, although examination work would be available for a suitably qualified candidate.
Application forms and further details can be obtained from the Headmaster at the School (stamped addressed envelope please). Completed application forms should be returned to the school within 14 days of the appearance of this advertisement.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

DERBYSHIRE
EDUCATION COMMITTEE
TEACHING POSTS—SECONDARY
BEMROSE SCHOOL
Uttoxeter Road, Derby
(Group 13, mixed co-educational 1,300 pupils)
Wanted for September, 1977, GRADUATE or qualified TEACHER of ENGLISH, Scale 1. Teaching years one to five, plus "A" level work if suitable. Mixed ability in years one and two, then a variety of courses to fifth year within a firm and reasonable disciplinary system. Drama an advantage.
Further information from the Headmaster (stamp and addressed envelope, please). Letter of application and curriculum vitae (no forms) should be returned to him as soon as possible.

DERBYSHIRE
DRONFIELD HENRY FANSHAWE SCHOOL
Dronfield, Sheffield, S18 6XD
900 Mixed (including 205 in Sixth Form)
For September, TEACHER of ENGLISH at this Senior Comprehensive which takes pupils at the age of 14, and provides courses up to and including "A" level. Scale 1.
Applications by letter, with curriculum vitae and details of two referees, to the Head Teacher at the school.

DERBYSHIRE
EDUCATION COMMITTEE
LITTLEOVER SCHOOL
Pastures Hill, Derby DE3 7BD
11 to 18 Mixed Comprehensive
Number on roll 990
Required for September, 1977, a TEACHER of ENGLISH as a second language. Scale 1.
Apply by letter to the Head Teacher, from whom further particulars may be obtained, stating full career details and the names and addresses of two referees. (Stamped addressed envelope for acknowledgement, please.)
Closing date for receipt of applications 31st March, 1977.

DEVON
EXETER
VINCENT THOMPSON HIGH SCHOOL
(Roll: 868)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHERS for ENGLISH and DRAMA, to teach throughout the whole ability range and to C.S.E. and "O" level standard.
Scale 2 post available for suitable applicant who would be expected to assist in departmental administration.
Sound mixed-ability and creative approaches valued.
Scale 1 post.
The successful applicant will be expected to take up the appointment in September, 1977.
Application forms (stamped addressed envelope please) from Headmaster, Vincent Thompson High School, Ringswell Avenue, Exeter, returnable by April 1st, 1977.

DORSET
HENRY HARBIN SECONDARY SCHOOL
Wimborne Road, Poole
(Co-educational, number on roll 1,600, age range 12-16)
Required September, 1977, ENGLISH SPECIALIST to teach the subject throughout the school and up to C.S.E. standard. Scale 1 post. Candidates must be graduates, or have English as their main subject in their Certificate of Education course.
Assistance with legal and removal expenses.
Application forms and further details from the Headmaster on receipt of stamped addressed envelope.

DORSET
THE PURBECK SCHOOL
Wareham
(13 to 19 Upper School, Group 13, Sixth Form 215)
ENGLISH TEACHER required September to join well-established department in excellent accommodation with varied resources. Genuine interest in full comprehensive ability range. Courses at C.S.E., "O" and "A" levels.
Application form and further details (stamped addressed envelope) from Headmaster.

DORSET
LYTCHETT MINSTER SCHOOL
Lytchett Minster, nr. Poole
Required for September, 1977, an ENGLISH SPECIALIST to teach English throughout this developing (at present 11 to 16) comprehensive school of 800 boys and girls. Assistance with removal and legal expenses.
Application forms and further details from Headmaster (stamped addressed envelope please).

EAST SUSSEX
HOVE AREA
PORTSLADE COMMUNITY COLLEGE
Comprehensive mixed 11 to 18. Number on roll 1,400. Sixth form 120.
Required for September owing to increased numbers TEACHER of ENGLISH (Scale 1) to teach across the age and ability range.
Applications by letter (no forms) including curriculum vitae and names of two referees, to The Principal, Portslade Community College, Chalky Road, Portslade BN4 2WS.
Closing date: March 25.

EAST SUSSEX
(EASTBOURNE AREA)
HAMPDEN PARK COUNTY SECONDARY SCHOOL
Brodrick Road, Eastbourne BN22 9RQ
Required for September 1977, TEACHER (Scale 1) to teach ENGLISH throughout the School in C.S.E. and "O" level and prepared to participate in team teaching and inter-disciplinary work.
Relocation grants available in approved cases.
Application form (stamped addressed envelope please) from the Headmaster. Closing date: April 1.

EAST SUSSEX
TIDEWAY SCHOOL
Newhaven
Required from September, TEACHER of ENGLISH, Scale 1, to teach the subject to "A" level. This is a new appointment resulting from the growth of this fully developed 11 to 18 comprehensive school.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Tideway School, Southdown Road, Newhaven (foolscap stamped addressed envelope).

EAST SUSSEX
(EASTBOURNE AREA)
CAVENDISH COUNTY SECONDARY SCHOOL
Melbourne Road, Eastbourne, BN22 8BD
For September, 1977, TEACHER of ENGLISH (Scale 1) to share in the teaching of English throughout the school including C.S.E. "O.C.E." work.
Relocation grants available in approved cases.
Application form (stamped addressed envelope please) from the Headmaster. Closing date April 1.

GLOUCESTERSHIRE
THE ROYAL FOREST OF DEAN GRAMMAR SCHOOL
Berry Hill, Coleford
(800 Co-educational)
Required for September, 1977, a Scale 1 ASSISTANT TEACHER for ENGLISH to "O" level. An interest in Drama and/or Games an advantage.
Apply by letter to the Headmaster stating qualifications and names of two referees. Enclose stamped addressed envelope.

GLOUCESTERSHIRE
WYEDEAN SCHOOL
Required for September, 1977, a TEACHER of ENGLISH (Scale 1).
Ability to teach some Junior French is desirable. This is a developing comprehensive school, now established in purpose-built accommodation at Sedbury.
For further particulars and an application form write to the Headmaster, Wyedean School, Beachley Road, Sedbury, Gloucestershire, via Chepstow, Gwent, NP6 7AA (please enclose stamped and addressed envelope).

HAMPSHIRE
EGGARS SCHOOL
London Road, Alton
(11 to 16 comprehensive mixed number on roll 900, plus 130 in Sixth Form)
For September:—
Scale 1. ENGLISH.
Stamped addressed envelope to Head for details.
Housing accommodation in suitable cases.

HAMPSHIRE
THE JOHN HANSON SCHOOL
Croye Close, Andover
(Comprehensive Mixed, 11 to 16, Number on Roll: 1,121)
Required for September 1, 1977. Scale 1—DRAMA/ENGLISH.
Stamped addressed envelope to Head for details.

HARINGEY
(Borough of)
SCHOOL OF ST. DAVID AND ST. KATHARINE
St. Mary's Road, Hornsey, N 8
(Roll September, 1977, 925)
Headmaster, T. H. Ashwin, M.A.(Cantab.)
Required for September, 1977 — Well qualified and energetic man or woman to teach ENGLISH and DRAMA throughout this new and expanding mixed Church of England Comprehensive School, which moved to purpose-built facilities in March, 1976.
The successful candidate, for whom a Scale 2 post is available, would take responsibility for Drama, both in the classroom and as an extra-curricular activity. We are looking for a teacher with an interest in production as well as in educational Drama but the qualifications and ability to teach English are essential.
Application forms and further details obtainable from the Headmaster, to be returned to him as soon as possible.
Removal expenses—100 per cent allowed. London Allowance (£402) payable.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HARINGEY
(Borough of)
SOMERSET SCHOOL
White Hart Lane, Tottenham, N.17
Voluntary Controlled Boys' Comprehensive School
Roll approximately 1,000
Required for the Summer term.—Temporary TEACHER of ENGLISH to take charge of Lower School library. There is a well-stocked attractive library in a separate building for first and second year pupils. Candidates should have a special interest in the library as an integral part of the curriculum and in connection with the development of resources.
London Allowance £402.
Social Priority Allowance £201/£276.
Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
EMERSON PARK SCHOOL
Wych Elm Road, Wingletye Lane, Hornchurch, RM11 3AD
(Roll 992: Co-educational: Six-form entry: 11 to 18 Comprehensive situated on one site)
Required September 1977: TEACHER to share in the work of the ENGLISH Department, teaching up to C.S.E. and G.C.E. "O" level standards. This is a large forward-looking department with a fine tradition of scholarship, creative writing and dramatic production, giving excellent scope for a teacher wishing to take part in extra-curricular activities.
Applications are welcomed from new entrants to the profession.
There is a scheme for removal expenses.
Letters of application to Head Teacher giving full curriculum vitae and quoting two referees.

HERTFORDSHIRE
COUNTY COUNCIL
HALDEN DIVISION
KINGS LANGLEY SCHOOL
Love Lane, Kings Langley
(Telephone Kings Langley 63504)
TEACHER for April or September to teach ENGLISH across the whole ability range. (Outer Fringe Allowance £150 per annum.)
Twenty miles from London the school serves several commuter villages and runs its own Residential Studies Centre in Powys.
Applications, including curriculum vitae and names of two referees, should be sent direct to Headmaster.

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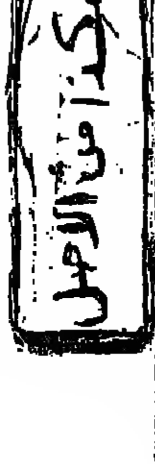

SECONDARY
English
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION

ROCHESTER
HUNDRED OF HOO SECONDARY SCHOOL
Main Road, Hoo
(Coeducational, 1,100 pupils)
TEACHER required in September for ENGLISH. The School is to become an Upper Comprehensive School in September and an enthusiastic teacher is required to teach at all levels in the School. Excellent facilities and an ideal post for a new member to the profession, providing good opportunities for promotion. Assistance given in finding accommodation.
Letters of application with the names of two referees should be forwarded to the Headmaster.

GILLINGHAM DIVISION

GILLINGHAM TECHNICAL HIGH SCHOOL
ENGLISH (Scale 1)
GRADUATE required for September, 1977, to join five other members of the English Department of this coeducational selective, five-form entry school.
Applicants should be prepared to teach English up to and including G.C.E. "O" level in the first instance. "A" level work may be available later. A professional qualification in and an enthusiasm for the teaching of drama in the Lower School would be an advantage.
Applications, by letter in the first instance, giving full curriculum vitae and names and addresses of two referees to the Headmaster, R. Kern, M.Sc., Ph.D., Gillingham Technical High School, Pump Lane, Gillingham, Kent.

SHEPWAY DIVISION

SOUTHLAND'S SCHOOL
New Romney (founded 1610)
Southland's School is a developing 11-18 Comprehensive with about 1,500 boys and girls, taking all the children of Romney Marsh. New Romney is a pleasant historic town close to the sea. There are extensive new buildings nearing completion and the school is set in ample playing fields.
A TEACHER is required for September to work with all ages and abilities, but a special interest in Lower School work could be helpful. The Department has interests in all aspects of English work and a lively mind is sought.
Apply by letter to the Headmaster, giving details of qualifications, experience and interests, together with the names of two referees.

KINGSTON upon Thames
(Royal Borough of)
TIFFIN GIRLS' GRAMMAR SCHOOL
Richmond Road
(615 pupils)
ENGLISH GRADUATE required for September next in a department of four full-time staff, to share work throughout the school, including GCE Advanced level courses and university entrance. Experience is not essential but a Scale 2 post is available for an applicant with suitable qualifications and experience. Outer London Allowance.
Apply by letter to the Headmistress giving details of qualifications and experience, together with copies of two recent testimonials and names and addresses of two referees.

LONDON
MARY DATCHELOR GIRLS' SCHOOL
Camberwell Grove, London SE5 8RD
(Voluntary Aided three-form entry Grammar School)
Required in September, ENGLISH GRADUATE to share teaching throughout the school to University level. Experience desirable.
Possibility of allowance for suitable candidate.
Applications with testimonials and names of two referees to the Headmistress Miss E. B. Godwin.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for September 1977:—
WAYLAND HIGH SCHOOL
Watton
Scale 1, ASSISTANT TEACHER for ENGLISH—also able to offer some German.
Applications from teachers seeking their first appointment will be considered.
Application forms may only be obtained by sending a stamped addressed foolscap envelope to the Area Education Officer, Southern Area Education Offices, Canterbury Way, Thetford, Norfolk, IP24 1LD.

NORTHAMPTONSHIRE
BISHOP STOPFORD C.E. SCHOOL
Headlands, Kettering, Northants., NN15 6BJ
Required for September, 1977, ENGLISH SPECIALIST, Scale 1, preferably Honours graduate, to join a department of eight. Established C.S.E., "O" and "A" level courses in operation.
A lively and imaginative approach to the teaching of English is sought. The successful candidate will carry specific responsibility within the Department for developing the resources coll.
Bishop Stopford School is a mixed 5/6 form entry Group 10, 11 to 18, Church of England Aided Comprehensive School, situated in modern buildings on the outskirts of Kettering.
Further details and application forms from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
RUSHDEN BOYS' SCHOOL
Highfield Road, Rushden, Northants NN10 9[illegible]
Required September, 1977, two TEACHERS of ENGLISH Scale 1 in this expanding 11 to 18 Comprehensive School.
Application forms and further details from the Headmaster (stamped addressed envelope).

NORTH YORKSHIRE
(County of)
SELBY SECONDARY SCHOOL
Abbot's Road, Selby
North Yorkshire YO8 8AT
(1,050 pupils mixed)
Required for Easter, 1977:—TEACHER of ENGLISH, Scale 1.
Application forms available from (stamped addressed envelope, please) and returnable to the Headmaster of the school as soon as possible.

PLYMOUTH
PLYMOUTH COLLEGE
(Headmasters' Conference School)
Day and Boarding
660 boys, Sixth Form 170
Required for September, GRADUATE SPECIALIST to teach ENGLISH throughout the school in a strong and successful Department.
There is additional scope for a master interested in either the Library or Drama.
Applications to the Headmaster, Plymouth College, Ford Park, Plymouth, PL4 6RN, with full details and the names of two referees.

REDBRIDGE
(London Borough of)
CANON PALMER R.C. HIGH SCHOOL
Aldborough Road South, Ilford Essex
Telephone: 01-599 7280
Head: Mr. J. H. Davis, B.A.
Suitably qualified TEACHER of ENGLISH (Scale 1) required from 19th April, 1977, in this developing mixed six-form entry comprehensive school (800 on roll) to teach the subject up to "A" level in a well-established department. Outer London Allowance is payable.
Further details available from the Head of the school to whom applications by letter should be sent by 21st March, 1977, giving age, education, qualifications, teaching experience and the names of two referees.

REDBRIDGE
(London Borough of)
WANSTEAD HIGH SCHOOL
Redbridge Lane West, Wanstead, E.11
(1,500 pupils on roll, including 270 in the Sixth Form)
Tel.: 01-989 9757
Headmistress, Mrs. P. M. G. Taylor, M.A.
Required for September, 1977:
A suitably qualified TEACHER of ENGLISH (Scale 1) to teach one subject throughout the school. All types of examination work are available for suitable candidate. A special interest in Integrated Humanities in the first year would be looked for.
Outer London Allowance is payable.
Further details are available from the Headmistress to whom applications by letter should be sent as soon as possible giving age, education, qualifications, teaching experience and the names of two referees.

SHROPSHIRE
EDUCATION COMMITTEE
MADELEY COURT COMPREHENSIVE SCHOOL
Court Street, Madeley, Telford, Salop
Required for September two TEACHERS of ENGLISH:
Post 1: To work mainly in Upper School up to and including "A" level work.
Post 2: To work mainly in Middle and Lower School. Interest in Remedial work desirable.
Further details from Head (stamped addressed envelope).

SUTTON
(London Borough of)
GREENSHAW HIGH SCHOOL
Head Master: Mr. R. B. Whellock, B.Sc., M.A., F.I.Biol.
Required for September, well-qualified TEACHER of ENGLISH in a large department in this flourishing 11 to 18 mixed comprehensive, 1,170 on roll, 180 in Sixth Form.
Apply immediately to Head giving curriculum vitae and names and addresses of two referees. London £297. Temporary post available for summer term.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
FLIXTON GIRLS' SECONDARY SCHOOL
(1,085 girls, 11 to 16)
Flixton Road, Urmston, Manchester M31 3DR
Telephone 061-748 3612
ENGLISH, Scale 1
Required as soon as possible to teach throughout the age and ability range to C.S.E.
Application forms, available from the Head of the school, should be returned as soon as possible.

WEST SUSSEX
DAVISON C.E. (CONTROLLED) HIGH SCHOOL FOR GIRLS
Selborne Road, Worthing
870 on roll, 13 to 18 years
For September, enthusiastic SPECIALIST TEACHER of ENGLISH. Graduate preferred, to teach throughout age and ability range. "O" level and C.S.E. courses. Interest in Library and/or Drama to assist Head of Department an advantage.
Apply by letter to Headmistress giving details and names of two referees.

WIRRAL
(Metropolitan Borough of)
ROCK FERRY HIGH SCHOOL
Ravenswood Avenue
Birkenhead, Wirral
12 to 18 Boys, Comprehensive
For September MASTER or MISTRESS Scale 1 to teach ENGLISH throughout the school (Graduate preferred). Ability to teach a little French or German would be an added advantage.
Letter of application should be sent to the Headmaster as soon as possible from whom details of the School and the post may be obtained.

WEATHERHEAD SENIOR COMPREHENSIVE SCHOOL
Mount Pleasant Road, Wallasey
Merseyside L45 5HX
860 Girls, 13 to 18 years
8/9 form entry
Group 11
For September 1977 experienced TEACHER of ENGLISH up to "A" level with special responsibility for C.S.E. Courses.
Scale 3 post for suitable applicant.
Application by letter to the Headmistress of the School, giving qualifications and experience and names and addresses of two referees.

Geography

Heads of Department

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for September 1977
DISS GRAMMAR SCHOOL
Scale 4, HEAD of GEOGRAPHY DEPARTMENT. The teacher appointed to take responsibility for teaching geography throughout the school. Grade 3 post might be possible in due course for suitably qualified candidate.
Application forms may only be obtained by sending a stamped addressed foolscap envelope to the Area Education Officer, Southern Area Education Office, Canterbury Way, Thetford, Norfolk, IP24 1DA.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
PADSTOW COMPREHENSIVE SCHOOL
Padstow Road, Bestwood Estate, Nottingham, NG5 5GH
Headmaster: G. Gallagher, M.A.
(Mixed: 1,425: 11 to 16)
For September: HEAD of GEOGRAPHY (Scale 4) with special responsibility for C.S.E. and G.C.E. courses.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

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SECONDARY
Geography
continued

SANDWELL
(Metropolitan Borough of)
ALBRIGHT HIGH SCHOOL
Pound Lane, Oldbury, Warley, West Midlands
Required for September, 1977:
HEAD of GEOGRAPHY (Scale 3 plus S.P.S. Allowance)
To lead department in this 11-16 Comprehensive School. Courses include "O" level, Mode 1 C.S.E. Geography for the Young School Leaver and a Mode 3 Environmental Studies Option. An interest in the teaching of new techniques and a willingness to take part in field work would be an advantage.
Application forms and further details available from, and returnable to the Head Teacher at the school. Closing date 6th April, 1977.

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE LADY CAPEL SECONDARY SCHOOL FOR GIRLS
London Road, Faversham
Required for September, TEACHER of GEOGRAPHY (Scale 2) to organise and teach the subject throughout the school.
Forms of application available from the Headmistress at the school, to whom they should be returned by 28th March.

LANCASTER
ROYAL GRAMMAR SCHOOL
(Voluntary aided; 800 boys, including 180 boarders and Sixth Form of 280)
Due to promotion to Head of Department, a good Honours GRADUATE is required for May or September 1977, to teach GEOGRAPHY at all levels, including university scholarship work.
The department consists of three full-time masters with part-time assistants. The approach to the subject is modern and there are good facilities for field work in the area. About 60 Sixth Form boys pursue Advanced work in this subject.
Ability to assist with Games (particularly rowing) or C.C.F., an additional recommendation.
Residential accommodation available rent free for a bachelor or married man prepared to undertake some boarding duties. This post might be combined with a senior Housemastership for a suitably experienced applicant.
Salary above Scale 1.
Apply by letter, giving full curriculum vitae and the names of two referees to the Headmaster, The Royal Grammar School, Lancaster.

STAFFORDSHIRE
EDUCATION COMMITTEE
SHERBROOK SCHOOL
Hednesford Road, Cannock
Roll 1,124
Required for September, 1977:—
A GEOGRAPHY GRADUATE to teach the subject throughout the age and ability ranges in this large Comprehensive School which will admit its third all-ability intake in September, 1977.
An interest in Field Study and Geology is desirable but not essential.
A Scale 2 Post is available for a suitably experienced applicant.
Further details and forms of application are available from and returnable to the Headmaster (stamped addressed envelope).

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
Required for September, 1977, TEACHER of GEOGRAPHY to join the Humanities Faculty.
Application form and further details available from the Headmaster at the School. Stamped addressed envelope please.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SANDY UPPER SCHOOL AND COMMUNITY COLLEGE
(Co-educational, 13 to 18 years)
Engayne Avenue, Sandy, Bedfordshire SG19 1BL
Telephone 80598
Head: J. L. Francombe, B.A., B.Sc. (Econ.)
Required for September, 1977, GRADUATE in GEOGRAPHY, Scale 1, to join expanding department in this purpose built Upper School that opened in 1974. "O" level courses with a modern approach already established and "A" level work commences in September. The School is fully comprehensive in ability and there are excellent facilities including a new suite of Geography rooms.
Application forms (stamped addressed envelope), returnable if possible by March 28, and further details obtainable from the Headmaster at the School.

BIRMINGHAM
KING EDWARD'S GRAMMAR SCHOOL FOR GIRLS
Rose Hill Road, Birmingham 21
(Voluntary aided, 740 girls)
Required in September, 1977: GEOGRAPHY GRADUATE to share in the teaching of the subject throughout the School up to and including "A" level with special interest in climatology and geomorphology, or economic aspects of geography. Ability to teach some mathematics or economics, would be an advantage.
Apply by letter to the Headmistress at the School, giving the names of two academic referees.

CUMBRIA
QUEEN ELIZABETH GRAMMAR SCHOOL
Penrith
(Voluntary Controlled; 540 pupils; 13 to 18; 180 in Sixth Form)
Required for September 1977: Honours GRADUATE (man or woman) to share the teaching of GEOGRAPHY in a strong department offering a full range of well-established courses to G.C.E. Ordinary and Advanced Levels. Help with extra-curricular activity an advantage.
Scale post available for suitably qualified and experienced candidate, although applications are also invited from teachers seeking their first appointment.
Apply by letter (no forms) to the Headmaster (J. G. Hamlin), as soon as possible, giving full personal details, and the names of two referees.

DERBYSHIRE
CLOWNE SCHOOL
Boughton Lane, Clowne, Chesterfield
No. on roll 980
11 to 18 years
For September, GEOGRAPHY SPECIALIST to teach throughout the School up to at least "O" level.
Applications by letter with curriculum vitae and details of two referees to the Headmaster at the School.

DERBYSHIRE
WOODLANDS SCHOOL
Blenheim Drive, Allestree, Derby DE3 2LW
Headmaster, Mr. A. O. Cromwell, B.Sc.
Required for September 1st, 1977, GEOGRAPHY TEACHER, Scale 1. Graduate preferred. Teaching will include both "O" level and C.S.E. classes.
Opportunity exists for 6th Form work.
Application forms and further details will be sent on receipt of a stamped addressed envelope to the Headmaster.

DERBYSHIRE
DRONFIELD HENRY FANSHAWE SCHOOL
Dronfield, Sheffield S18 6XU
1,800 Mixed (including 305 in Sixth Form)
For September, TEACHER of GEOGRAPHY at this Senior Comprehensive, which takes pupils at the age of 14, and provides courses at all levels up to and including A level.
Scale 1.
Applications by letter, with curriculum vitae and details of two referees, to the Headteacher at the School.

EAST SUSSEX
COUNTY COUNCIL
HASTINGS HIGH SCHOOL FOR GIRLS
The Ridge, Hastings
Headmistress: Mrs. N. R. Spendlove, B.A., M.A.(Ed.)
Required September for this girls' grammar school, qualified GEOGRAPHY GRADUATE to teach to "O" level in first instance, and MATHEMATICS (S.M.P.) in junior/middle school. Scale 1 post with good career prospects.
Application forms and further particulars from Headmistress at the school, to whom forms should be returned as soon as possible.

EAST SUSSEX
(EASTBOURNE AREA)
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex BN27 1DT
Required for September 1977: GEOGRAPHY TEACHER (Scale 1) to teach at all levels in this mixed comprehensive school of 1,500 pupils (11 to 18). Excellent facilities. Mode III C.S.E. Emphasis on Field Work.
Relocation grants available in approved cases.
Application form and further details from the Headmaster (stamped addressed envelope, please). Closing date: April 1.

EAST SUSSEX
HOVE AREA
PORTSLADE COMMUNITY COLLEGE
Comprehensive mixed 11 to 18. Number on roll 1,400. Sixth form 120
Required for September owing to increased numbers: TEACHER of GEOGRAPHY, Scale 1, to teach across the age and ability range.
Applications by letter (no forms) including curriculum vitae and names of two referees to: The Principal, Portslade Community College, Chalky Road, Portslade BN4 2WS.
Closing date: March 30.

EAST SUSSEX
TIDEWAY SCHOOL
Newhaven
Required from September TEACHER of GEOGRAPHY and ENVIRONMENTAL STUDIES, Scale 1. This is a new appointment resulting from the growth of this fully developed 11 to 18 comprehensive school.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Tideway School, Southdown Road, Newhaven (foolscap stamped addressed envelope).

ESSEX
ST. PETER'S HIGH SCHOOL
(Roll 1,440—11 to 19 Mixed)
Burnham-on-Crouch
Tel.: Maldon 782377
ENVIRONMENTAL STUDIES
Required in September a GEOGRAPHER with ecological interests to teach Environmental Studies.
Applications by letter, stating special interests and quoting two referees, to the Headmaster at the school as soon as possible.

ESSEX
THE BRAMSTON SCHOOL
(Roll 1,460)
Spinks Lane, Witham
Tel: Witham 512711
Required for April or September a keen well-qualified GEOGRAPHER to C.S.E. and "O" levels initially in a well equipped Department. Geology, Environmental studies and, in particular, field work welcome.
Closing date 1st April.

BUCKHURST HILL COUNTY HIGH SCHOOL
(Roll 700)
Roding Lane, Chigwell, IG7 6BQ
Tel: 01-500 2738
Required September, GRADUATE to "O" and "A" levels. 11-18 bilateral 150 in Sixth Form. London Fringe Allowance payable.
Application forms and further particulars may be obtained from the Head of the School concerned, to whom completed application forms should be returned.

HERTFORDSHIRE
RICKMANSWORTH SCHOOL
Scots Hill, Croxley Green, Rickmansworth
Roll: 1,055 mixed 211 in 6th form.
Required April for summer term, TEACHER for GEOGRAPHY (full-time). Approximately 200 pupils study "O" level and C.S.E. (both Mode III) 71 pupils "A" level.
London allowance £150.
Apply by letter to Headmaster (no forms) giving age, qualifications, experience, testimonials and telephone numbers.

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden
Voluntary Aided Coeducational Group X
TEACHER of GEOGRAPHY and some ECONOMICS, possibly to Sixth Form level, required September.
Apply Headmaster with curriculum vitae and names of two referees.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department,
The Civic Centre,
Lampton Road, Hounslow, TW3 4DN
GUNNERSBURY CATHOLIC SCHOOL FOR BOYS
The Ride, Boston Manor Road, Brentford, Middlesex, TW8 9LB
Headmaster Designate:
Mr. M. J. Hovill
Required for September, 1977, a well-qualified enthusiastic TEACHER of GEOGRAPHY (Scale 1) to join a well-established department taking classes to "A" level. An interest in field work essential while an ability to take Geology to "O" level would be an advantage.
Applications from Catholic Teachers would be very welcome but the appointment will be made strictly on merit.
London Allowance £297 payable.
The school is a voluntary aided six-form entry comprehensive school for boys 11 to 18 years old. The school is in Group 11 with 1,080 boys on roll. At present the Sixth Form number 196. If you are seeking your first appointment, please state so that the appropriate form may be sent. Closing date: 25th March, 1977.
The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.
Letters of application in the first instance to the Head Teacher at the School, giving details of qualifications and names of two referees.

HUNTINGDONSHIRE
HINCHINGBROOKE SCHOOL
(11 to 18, coeducational; comprehensive)
Required for September, 1977, a man or woman to share the teaching of GEOLOGY to "A" level and to teach SCIENCE (or GEOGRAPHY) in the rest of the school. Geology is a strong subject in the sixth form with more than 20 students studying the subject to Advanced level.
This voluntary controlled school grew out of Huntingdon Grammar School and in September will have 1,700 pupils, 300 in sixth.
Outstanding setting on edge of Huntingdon includes Hinchingbrooke House.
Apply by letter, to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

LANCASHIRE
LARK HILL HOUSE SCHOOL
Preston, Lancs.
(750 girls; 250 Sixth Form)
Required for September, 1977:
GRADUATE to share the teaching of GEOGRAPHY throughout the school to "O" and "A" level. Ability to offer a second subject for lower forms desirable.
Burnham salary scale appropriate to qualifications and experience of applicant.
Apply by letter to the Headmistress before March 31, enclosing recent testimonials and names and addresses of referees.

NOTTINGHAMSHIRE
QUEEN ELIZABETH'S BOYS SCHOOL
Mansfield
(Voluntary Aided Group 10)
Headmaster, J. R. M. Senhell, M.A., B.Litt.
Required for September, 1977, a GEOGRAPHER who must be prepared to teach some ENVIRONMENTAL SCIENCE and a little HISTORY or ENGLISH.
The school is a 13 to 18 Comprehensive School, which has evolved from an old established selective Grammar School.
This post is on a one year short term fixed contract which may be renewable.
Application forms and further particulars can be obtained from the Headmaster at 150, Chesterfield Road South, Mansfield, Notts, and should be returned by March 29, 1977.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green IG8 7DQ
Tel: 01-504 9618
Head: Mr. A. C. R. Rake, M.A.
Suitably qualified TEACHER of GEOGRAPHY, Scale 1, to join the Environmental Studies Department of this 11 to 18 mixed comprehensive school as from Easter 1977 or September, 1977. The person appointed would be expected to take some Upper School Geography and Environmental Studies in the Lower School.
An interest in field work and some competence in Biology would be advantageous.
Outer London Allowance is payable.
An application form and further particulars are available from the Headmaster at the school.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WALES COMPREHENSIVE SCHOOL
Approximately 1,280 on roll
Required for September:
TEACHER for GEOGRAPHY Scale 1
Candidates must have an interest in extra-curricular activities. The post is a new one arising from expansion with the development of sixth form courses from September 1977 subject to approval from the D.E.S.
Applications to be returned as soon as possible.
Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel. 2121 Ext. 3567
B. W. Ellis, Director of Personnel Resources.

SOLIHULL
(Metropolitan Borough of)
THE LANGLEY SCHOOL
Kineton Green Road, Olton, Solihull
(Mixed, Group 9. All-ability 11 to 16)
Required for September, 1977, a TEACHER of GEOGRAPHY, Scale 1. Work up to examination level would be available.
In the Lower School Geography forms part of an integrated course which includes History, Religious Knowledge and Social Studies.

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
Littlehampton
(Mixed 11 to 18 Comprehensive; 2,000 on roll)
For September: TEACHER of GEOGRAPHY. Opportunities available at all age and ability levels.
Details and application form from the Headmaster of the school.

WEST SUSSEX
SOUTHERN AREA
BOUNDSTONE SCHOOL
Lancing
Mixed fully comprehensive 12 to 16
1,100 on roll
Required September, TEACHER of GEOGRAPHY at all levels including "A" level. Ability to offer Geology a recommendation.
Form from Headmaster on receipt of stamped addressed foolscap envelope.

WIGAN
(Metropolitan Borough of)
ASHTON-IN-MAKERFIELD GRAMMAR SCHOOL
Warrington Road, Ashton-in-Makerfield, Wigan WN4 9PJ
(11-18 Mixed Comprehensive)
Required for 1st May, 1977:
Scale 1 to share the teaching of GEOGRAPHY and GEOLOGY to G.C.E. "A" level.
Apply immediately by letter with copies of testimonials and particulars of referees to the Head Teacher at the School (stamped addressed envelope).

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
PARK SCHOOL
Marlowe Avenue, Swindon
(Head Teacher: Mr D. A. Lomas, M.A.)
Grade 11. Number on Roll 800.
Qualified TEACHER, Scale 1, required from Easter, temporary for one term (18th April to 31st August, 1977) for Geography in this 11 to 18 years comprehensive school. Ability to teach other subjects an advantage.
Letter of application to Head Teacher as soon as possible.

WIRRAL
(Metropolitan Borough of)
WEST KIRBY GRAMMAR SCHOOL
Graham Road, West Kirby, Wirral, Merseyside L48 5DP
(1,100 girls)
For June or September: GRADUATE TEACHER for GEOGRAPHY. Scale 1 post.
Applications for a temporary appointment for June-July are also invited.
Please apply by letter (no forms) to the Headmistress of the school.

History

Heads of Department

BIRMINGHAM 6
KING EDWARD'S GRAMMAR SCHOOL FOR BOYS
Frederick Road, Birmingham 6
(Voluntary aided, 570 boys)
Applications are invited from enthusiastic TEACHERS with experience of teaching History up to at least "A" level for the post of HEAD of HISTORY (Scale 3). There are opportunities for preparing boys for university scholarships and the "A" Level course includes the study of contemporary documents.
Apply by letter to the Headmaster (O. W. Hawley, M.A.), giving details of qualifications, experience, interests and ability to help with extra-curricular activities, with the names and addresses of two referees.

CROYDON
(London Borough of)
JOHN RUSKIN HIGH SCHOOL
(Mixed)
Upper Shirley Road, Croydon CR9 5AQ
Tel.: 01-656 0904
Head: Mr. W. H. Patterson, B.A.
Tenable: 1st September, 1977.
An experienced and well-qualified GRADUATE HISTORIAN to be HEAD of HISTORY in this 14 to 18 mixed senior Comprehensive High School. There are three other Graduates in the Department. History is a "core" subject in the main school though it is taken to C.S.E. and "O" level.
In the Sixth Form, British Government and History are taken by some 50 pupils to Advanced level. This is a Senior post which presents an opportunity for an ambitious candidate to bring enthusiasm, vigour and leadership to maintain and develop the work of this lively department.
Salary: Burnham Scale 3 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 1st April, 1977.

DEVON
KINGS TAMERTON SECONDARY SCHOOL
Trevithick Road, Higher St. Budeaux, Plymouth
(Mixed 728 on roll)
Required for September, 1977, a well qualified and experienced TEACHER as HEAD of HISTORY. Scale 3. This is an additional post.
Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

Other Posts on Scale 2 and above

BERKSHIRE
RANELAGH SCHOOL
Bracknell
(Voluntary Aided, Church of England, Co-educational Grammar School)
Required for September, GRADUATE to teach HISTORY to Advanced level. Ability to teach some junior GEOGRAPHY would be helpful. Scale 2 post to candidate with suitable qualification and experience and prospects of early promotion to head of department. There are plans for the school to become a comprehensive school, but no date has been fixed for reorganisation.
Possibility of assistance with housing and removal expenses. London fringe allowance £150 per annum.
Further details and application forms obtainable from the Headmaster.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
THE LADY VERNEY HIGH SCHOOL
Benjamin Road, High Wycombe
Headmistress, Miss H. Billinton, M.A.
(Number on roll 700 girls aged 12-18)
Required for September, qualified and experienced TEACHER of HISTORY able to share in the work throughout the school up to, and including "A" level. Scale 2 post available for suitable candidate.
Removal expenses up to £150 and housing allowance pending removal are payable in approved cases.
Application forms from the Headmistress to be returned not later than two weeks of this advertisement (stamped addressed envelope please).

EALING
(London Borough of)
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell W7
Required for September, 1977, an HISTORIAN as HEAD of SOCIAL STUDIES, Scale 3. It is hoped to appoint a candidate able to plan and develop a wide-ranging Social Studies programme in the fourth and fifth years and to share in the history teaching at all levels. An interest in Sixth Form General Studies would also be welcome.
London Allowance £402.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Please apply by letter (no forms) to the Headmaster at the School, enclosing full details of qualifications and career, one or more recent testimonials and the names of two referees, (stamped addressed envelope please).

ESSEX
CHALVEDON COMPREHENSIVE
(11 to 18)
(Roll 1,470)
Wickford Avenue, Pitsea, Basildon
Telephone: Basildon 57256
Required, September 1977, a well-qualified TEACHER of HISTORY, to share in the work of the History and Social Studies Departments, with some commitment to a Lower School Integrated Studies Scheme. Scale 2 allowance available, though first appointment considered.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SANDY UPPER SCHOOL AND COMMUNITY COLLEGE
(Co-educational, 13 to 18 years)
Engayne Avenue, Sandy, Bedfordshire SG19 1BL
Tel.: 80598
Head: J. L. Francombe, B.A., B.Sc. (Econ.)
Required for September, 1977, GRADUATE in HISTORY, Scale 1, to join expanding department in this purpose built Upper School that opened in 1974. "A" level courses begin in September and the Schools Council Project course will be introduced in the 13 to 16 age range in 1977/78. The School is fully comprehensive in ability and there are excellent facilities, including a new suite of history rooms.
Application forms (stamped addressed envelope) returnable if possible by March 28, and further details obtainable from the Headmaster at the School.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
BRIDGEWATER HALL
FACULTY OF MAN IN TIME AND PLACE—HISTORIAN/SOCIAL SCIENTIST
Required for September, 1977, a GRADUATE to teach HISTORY and SOCIAL SCIENCE subjects. Applicants should have experience in teaching history and social science subjects throughout the secondary age range. The faculty is responsible for teaching history, geography and social sciences in the Upper School. Staff also work with the Humanities team in the Lower School.
The Stantonbury Campus is the first of a number of large comprehensive school campuses to be developed within the new city of Milton Keynes. Ultimately it will provide secondary education for 4,500 students in the age range 12 to 19, distributed through three schools of 1,500 students each. All the schools will share the facilities of an extensive Central Resource Area on the site in addition to their own provision. As a result of close cooperation with local authorities, a large Leisure Centre, Theatre, Music Centre, Health Centre, Ecumenical Centre, Community College, Youth Centre, shopping and recreational facilities are all an integral part of the campus for shared use with the surrounding community.
The first of these comprehensive schools, Bridgewater Hall, opened in September, 1974, with 900 students (now 1,000) and its first members have just gained their "A" and "O" and C.S.E. successes and University places. Very wide career opportunities for teaching staff will develop as the Campus grows.
Help with housing may be available. Removal expenses payable in approved cases. Application as soon as possible to Geoffrey Cooksey, M.A., Director, Stantonbury Campus, Stantonbury, Milton Keynes MK14 6BN. Telephone Milton Keynes (0908) 314466. Full information will be sent immediately.

CORNWALL
EDUCATION COMMITTEE
NEWQUAY TREVIGLAS SCHOOL
Newquay, Cornwall TR7 3JA
Group 10, 11 to 18 Comprehensive
Number on Roll: 950
Headmaster, R. E. Hower, B.A.
HISTORY—Scale 1.
For September, 1977, TEACHER of HISTORY.
Applications should be made by letter (no forms) and should include curriculum vitae and names and addresses of two referees. Further details will be sent from the school upon receipt of a stamped addressed envelope.
There is a scheme for removal expenses.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
ST. AUSTELL SIXTH FORM COLLEGE
Principal, R. H. Thomas, M.A.
HISTORY—Scale 1
Wanted as soon as possible, a TEACHER of HISTORY and MODERN POLITICAL AFFAIRS.
Willingness to assist with General Studies and/or Games an advantage.
Apply in writing to the Principal, St. Austell Sixth Form College, Trevarthian Road, St. Austell, Cornwall PL25 4BZ.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

DEVON
TEIGNMOUTH GRAMMAR SCHOOL
650 Mixed
Required for September, GRADUATE HISTORY SPECIALIST to teach the subject at all levels. Possibility of Scale 2 appointment for suitable applicant.
Apply as soon as possible by letter to the Headmaster with curriculum vitae and names of two referees.

DORSET
FERNDOWN UPPER SCHOOL
Ferndown, Wimborne, Dorset
Telephone (0202) 871243/4
Co-Educational Comprehensive (13-18), 1,100 on roll
Required for September, 1977, TEACHER to join well established History Department to teach HISTORY to students of all levels of ability to G.C.E. "O" and "A" and C.S.E. Assistance with removal and legal expenses.
Applications by letter to the Headmaster as soon as possible, giving details of age, qualifications and experience, together with names of two referees. Further particulars stamped addressed envelope, please.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
[illegible] SCHOOL
Ripon Road, Edmonton
N9 7HL
(Lower School, 11 to 14 age group within the two-tier Comprehensive) (Roll 740)
Required for April, TEACHER to take unstreamed first year class for all basic subjects and to teach HISTORY to 2nd and 3rd year pupils. Primary experience or training an advantage. This is a temporary post for the summer term only.
London Allowance payable £297 per annum.
Application form (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

ESSEX
ST. PETER'S HIGH SCHOOL
(Roll 1,440: 11 to 19 mixed)
Burnham-on-Crouch
Telephone: Maldon 782377
HISTORY/RELIGIOUS EDUCATION
Required in September, a TEACHER for HISTORY and RELIGIOUS EDUCATION. Opportunities for a wide range of work according to qualifications.
Applications by letter, stating special interests and quoting two referees, to the Headmaster of the school as soon as possible.

HARINGEY
(Borough of)
ST. THOMAS MORE UPPER SCHOOL
Bounds Green Road, London, N.22
Required for Summer Term, 1977, a TEACHER of HISTORY (Scale 1) in the upper part of this six-form entry R.C. comprehensive school. Candidates will be expected to teach to "O" and "A" levels as well as non-examination classes. The appointment will be for one term only in the first instance but an above Scale 1 post will be available for an experienced teacher in September.
Further details and application forms may be obtained from the Headmaster to whom they should be returned as soon as possible.
London Allowance (£402) payable.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HAVERING
(London Borough of)
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided. Six-form entry mixed
Required for September, 1977, GRADUATE HISTORIAN to teach the subject throughout the school to "O", "A" and "S" levels. An imaginative approach is looked for, and at Sixth Form level, an interest in 16th and 17th century English History. The successful candidate will be expected to play an active role in the life of the school. Scale 2 available for a suitably qualified and experienced candidate but this need not deter newly qualified teachers from applying.
The new school buildings include excellent teaching facilities and are situated in 23 acres of ground in pleasant Green Belt countryside yet within easy reach of London by Underground.
Applications with full curriculum vitae to the Headmaster as soon as possible naming two referees. London Allowance £297. Help with removal expenses in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
GOFFS SCHOOL
Goffs Lane, Cheshunt
(920 on roll, 110 in Sixth Form)
Honours GRADUATE required September to teach HISTORY (possibly with Economics) to Advanced level and Some Geography in the Lower School. This was until this year a three-form entry coeducational grammar school, but has now extended the size and range of ability of its intake.
Scale 1 plus London Fringe Allowance.
Letters of application (no forms), together with curriculum vitae and names of two referees should be sent to the Headmaster (from whom further information is available (stamped addressed envelope please)).

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead
953 Mixed; 150 in Sixth Form.
For September, highly qualified HISTORIAN to teach at all levels in a Department very interested in Junior mixed-ability work.
Apply to Headmaster within 10 days.

LEEDS
ST. MARY'S COLLEGE
Church Road, Leeds 9.
(This school is at present an R.C. Girls 11-18 Direct Grant Grammar School—150 in 6th Form—due to become a 13-18 Comprehensive in September, 1978).
Required for September, 1977, a GRADUATE TEACHER of HISTORY to share the teaching of the subject throughout the school up to and including J.M.B. "O" and "A" level courses. Salary: Burnham Scale 1.
Apply in writing to the Headmaster at the above address, enclosing a full curriculum vitae and the names and addresses of 2 people to whom reference may be made.

LINCOLNSHIRE
BOSTON KITWOOD SECONDARY BOYS' SCHOOL
Burnham Scale 1, £2,565 to £4,056 (plus £201 E.P.A. allowance)
742 on Roll
For September, TEACHER of HISTORY/SOCIAL STUDIES. Modern School in pleasant market town and port on East coast.
Apply by letter, giving two referees, to the Headmaster, Kitwood Boys' School, Mill Road, Boston, Lincs. Closing date 1 April, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:—
QUARRYDALE COMPREHENSIVE SCHOOL
Stoneyford Road, Sutton in Ashfield, Nottinghamshire NG17 2DU
Headmaster: T. Gamble, M.A., J.P.
(Mixed, 1,280: 11 to 18)
For Easter, TEACHER of HISTORY (Scale 1). Opportunities for examination work up to "A" level. Interest in Economics welcome, but not essential.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

SECONDARY
History
continued

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WALES COMPREHENSIVE SCHOOL
Approximately 1,250 on roll
Required for September:
TEACHER for HISTORY, Scale 1. Candidates must have an interest in extra-curricular activities. The post is a new one arising from expansion with the development of sixth form courses from September 1977 subject to approval from the D.E.S.
Applications to be returned as soon as possible. Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel. 2121 Ext. 3567.
H. W. Ellis, Director of Personnel Resources.

Humanities

Heads of Department

ESSEX
THE FURTHERWICK PARK SCHOOL
(Roll 1,150)
Furtherwick Road, Canvey Island, SS8 7AZ
Tel.: Canvey 2157/8
HEAD OF HUMANITIES
Scale 4. A well qualified and experienced HISTORY TEACHER required to lead a strong team in the four departments of History, Geography, Religious Education and Social Studies. Must be committed to mixed ability teaching and integrated courses. Ability to teach other Humanities subjects an advantage. (Re-advertisement—previous applicants will be reconsidered.)
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
GAYNCOURT COMPREHENSIVE SCHOOL
Cropwell Road
Radcliffe-on-Trent
Nottingham NG12 2FQ
Headmaster, P. Andrew, B.Sc.
Mixed: 1,450 (11 to 18)
For September, HEAD of HUMANITIES (Scale 4) to be responsible for the organization of Humanities (History, Geography, Religious Education, Economics etc.) throughout the school including integrated courses in Years 1 to 3. Good facilities and strong department in an expanding school.
Further details of post available from Headmaster.
Applications (no forms) to the Headmaster with names of two referees, as soon as possible.

SUFFOLK
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich IP1 5JN
11 to 16 Comprehensive School to be formed in September, 1977
Estimated number on roll 1,468
Headmaster-Designate, W. Horsfield M.A., B.Sc. (Econ.)
COORDINATOR of ENGLISH, HUMANITIES and LANGUAGE STUDIES (Senior Teacher).
A well-qualified and experienced TEACHER required to control and coordinate the work in the following subject areas, and to advise on the establishment of appropriate "A" level and other Sixth-Form courses: English, Drama, S.C.H.P., French, German, Spanish, Classical Studies, Special Education and Diagnostic Testing.
Application forms and further details (stamped addressed envelope, please) are obtainable from the Head at the school, to whom they should be returned by 28th March 1977.

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM, CHATHAM SOUTH SECONDARY SCHOOL
Letchworth Avenue
(Mixed, 600 on roll)
Tel.: Medway 404277
Required for September, 1977, a TEACHER of HUMANITIES to take charge of RELIGIOUS EDUCATION within the department and to be responsible for the integration of Religious Education within a unified Humanities scheme in the early years. The subject is taught to mixed-ability groups of children in the initial stages and it is hoped that it will become an optional subject at fourth year level leading to examination work.
A Scale 3 post is available for a teacher with some experience and the enthusiasm and ability to accept responsibility but applications are also invited from students seeking their first appointment. It might be necessary to teach for a small proportion of the time in a second subject area. Please state any subsidiary subjects.
The successful applicant will be expected to become involved in the pastoral work of the school and assistance with games or other extra-curricular activities would be an added recommendation.
The school opened in September, 1973, and is situated in a pleasant residential area on the outskirts of Chatham.
Apply by letter to the Headmaster immediately giving the names and addresses of two referees, or telephone for further information.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977:—
MORETON SCHOOL
Headmaster: R. Peak, B.A.
HUMANITIES—Scale 3. Well-qualified and experienced TEACHER for a post which involves being second in the Humanities Faculty of this new 11 to 16 mixed comprehensive school, which opened in September, 1976.
Belief in the philosophy of an integrated Humanities syllabus is essential, but the successful applicant would also be expected to introduce and specialist Humanities subject at C.S.E./G.C.E. level.
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DR, to whom they should be returned within 10 days of this advertisement. (Stamped addressed envelope, please.)

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
HARLINGTON UPPER SCHOOL
Harlington, Dunstable
(Nine form entry co-educational 13 to 18)
Required September 1977, for Scale 1 posts within the Humanities Department of this purpose built developing school.
(i) A GEOGRAPHER to take charge of developing Geography for the Young School Leaver with an opportunity to introduce Economics in due course.
(ii) A HUMANITIES TEACHER, capable of teaching History and Geography to "O" level or beyond.
Both appointees would share in the teaching of 1st year Humanities and Religious Education and the ability to offer French or German to the lower school would be an advantage, though not a necessity.
Application forms and further *particulars available from the Headmaster.* Closing date 30th March 1977, stamped addressed envelope please.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEA MANOR HIGH SCHOOL
Northwell Drive, Luton
Headmaster: Mr. R. L. Austin, B.A.
Required for September, 1977, TEACHER of HUMANITIES with interest in RELIGIOUS EDUCATION within the Faculty of Humanities of this new purpose-built mixed comprehensive school catering for the 11 to 16 age range.
Scale 1.
Some assistance with accommodation may be possible.
Application forms obtainable from the Headmaster. (Stamped addressed envelope, please.)

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
BRIDGEWATER HALL
Lower School—"Shared Time"—Men or Women to join the team responsible for the Lower School curriculum of Bridgewater Hall. Teaching will be within the "Shared Time" area of the curriculum which includes interdisciplinary studies in ENGLISH, HISTORY, and GEOGRAPHY, skills programmes and experience of Music and Drama. No specific subject backgrounds are sought although amongst applicants it is hoped to find someone with Science training and additionally some teachers with experience of primary or middle school work. Teachers appointed will be able to make a contribution in one or more of the "Faculties" within the school. Lower School is housed in a purpose-built building centred on a resource area.
The Stantonbury Campus is the first of a number of large comprehensive school campuses to be developed within the new city of Milton Keynes. Ultimately it will provide secondary education for 4,500 students in the age range 12-19, distributed through three schools of 1,500 students each. All the schools will share the facilities of an extensive Central Resources Area on the site in addition to their own provision. As a result of close co-operation with local authorities, a large Leisure Centre, Theatre, Music Centre, Health Centre, Ecumenical Centre, Community College, Youth Centre, shopping and recreational facilities are all an integral part of the campus for shared use with the surrounding community.
The first of these comprehensive schools, Bridgewater Hall, opened in September, 1974, with 300 students (now 1,000) and its first members have just gained their "A", "O" and C.S.E. successes and University places. Very wide career opportunities for teaching staff will develop as the Campus grows.
Help with housing may be available. Removal expenses payable in approved cases. Application as soon as possible to Geoffrey Cooksey, M.A., Director, Stantonbury Campus, Stantonbury, Milton Keynes MK14 6BN. Tel.: Milton Keynes (0908) 314466. Full information will be sent immediately.

CAMBRIDGESHIRE
CAMBRIDGE AREA
COMBERTON VILLAGE COLLEGE
(11 to 16 comprehensive: 880 on roll)
TEACHER of HUMANITIES, September, 1977 (Scale 1), to join a lively and expanding Department. The ability to contribute to Religious Studies and Junior Latin would be a strong recommendation.
Further details may be obtained from the Warden (stamped addressed envelope, please) to whom applications giving full curriculum vitae and names of two referees should be returned by April 4th.

DORSET
THE PURBECK SCHOOL
Wareham
(13-19 Upper School)
Group 13; Sixth Form 215)
TEACHER required September to join flourishing Humanities faculty, including History, Geography, Religious and Social Education, Economics and Business Studies, and to teach at least two of these subjects.
Application form and further details (stamped addressed envelope) from Headmaster.

DURHAM
COUNTY COUNCIL
ST. LEONARD'S R.C. COMPREHENSIVE SCHOOL
Durham
7-8 form entry: 1,230 on roll
HUMANITIES, salary Scale 1. Well-qualified TEACHER required for September, 1977. An integrated History/Geography syllabus is taught in the first three years.
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, County Hall, Durham.
Closing date for applications, 4th April, 1977.

ESSEX
FYFIELD BOARDING SCHOOL
(Roll 280)
Fyfield, Ongar, CM5 0HJ
Tel.: Fyfield (027 785) 207
HUMANITIES AND GEOGRAPHY
(Temporary)
Required September, 1977, for one year only, a suitably qualified ASSISTANT TEACHER for GEOGRAPHY and HUMANITIES in this wholly boarding school for 280 boys and girls, aged 11-16 years. Free accommodation with full board and laundry for single staff in term time, or free married accommodation, and a non-pensionable allowance of £573 per annum in return for boarding duties. Outer London Fringe Allowance payable.
Application form and further particulars from the Headmaster, R. G. D. Perry, M.A. (Cantab.), Fyfield Boarding School.

GLOUCESTERSHIRE
BEAUFORT SCHOOL
Holmleigh Park, Tuffley, Gloucester
Required 1st September, TEACHER of HUMANITIES and ENGLISH for Junior forms in this Six-Form Entry Mixed Comprehensive School. Number on Roll 1,100.
Closing date: 12th April, 1977.
Further details and application forms (stamped addressed envelope) from Headmaster (to whom forms should be returned).

HILLINGDON
(London Borough of)
GREENWAY SCHOOL
The Greenway, Uxbridge, Middlesex UB8 2PH
(No. on roll 820—52 in Sixth Form)
Headteacher: H. C. Firth, M.A., B.Sc.
Required for September, 1977, TEACHER for HISTORY/GEOGRAPHY to teach the subject up to the fifth year.
Application from first appointment teachers will be welcome.
Application forms from and returnable to the Head Teacher. Please enclose a stamped addressed envelope.
London allowance payable.
75 per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
LINTON, THE CORNWALLIS SCHOOL
Nr. Maidstone
(1,030 mixed)
(11 to 17 High School with comprehensive intake, some transfers to Upper School at 13 plus. Courses to C.S.E. and "O" level)
TEACHER of HISTORY/GEOGRAPHY. Good facilities.
Applications to the Headmaster with curriculum vitae and naming two referees.

NORTHAMPTONSHIRE
BISHOP STOPFORD C.E. SCHOOL
Headlands, Kettering, Northants. NN15 6HJ
Required for September 1977 to teach HISTORY and GEOGRAPHY (Scale 1) in the lower part of the School and one of these subjects in the Upper Years, with an eventual possibility of "A" level work. A person prepared to teach Environmental Studies should state so in their application. This post would suit a newly qualified graduate.
Application forms and further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
RUSHDEN BOYS' SCHOOL
Hayfield Road, Rushden
Northants NN10 9QG
Required, September, 1977, two TEACHERS of HUMANITIES, Scale 1, to this expanding 11 to 18 comprehensive school.
Integrated courses involving History, Geography and Social Studies are well established.
Applicants should have specialist interest in Geography/Social Studies or History/Social Studies.
Application forms and further details from Headmaster (stamped addressed envelope).

SUFFOLK
COUNTY COUNCIL
EYE MODERN SCHOOL
(Roll 331: 11-16 years
Head, Mr. B. H. Sullivan)
Applications from suitably qualified and experienced TEACHERS are invited for the following post available from September, 1977.
ASSISTANT TEACHER to join Lower School HUMANITIES teaching team with opportunity of specialist work to C.S.E./"O" level. Scale 3 allowance for suitably qualified applicant. This is a challenging post for a candidate with drive and initiative in a pleasant rural school preparing for reorganization as an 11-16 comprehensive.
Application forms and further details (stamped addressed envelope) from the Headmaster, Eye Modern School, Eye, Suffolk, to whom they should be returned within a fortnight of the appearance of this advertisement.

Mathematics

Heads of Department

BERKSHIRE
ALFRED SUTTON BOYS' SCHOOL
Crescent Road, Reading RG1 5RR
For September, HEAD of MATHEMATICS, Scale 4, to take charge of this vigorous and well-organised Department which occupies its own self-contained area in the school preparing courses to C.S.E., "O" and "A" level.
The Department also offers courses in Computer Science at "A" level and C.S.E., and has links through its own terminal with the County's computer installation.
In 1972 a separate Sixth Form Unit was opened, which is shared with the nearby girls' school.
Lodging allowance and removal expenses schemes in operation.
Application forms and further details from the Headmaster. Closing date: 4th April, 1977.

BIRMINGHAM 14
KING EDWARD'S CAMP HILL SCHOOL FOR GIRLS
Vicarage Road
(voluntary aided grammar school; 600 on roll: 150 in sixth form)
Required in September 1977 HEAD of MATHEMATICS DEPARTMENT, Scale 4 to lead a strong and lively department of five graduate mathematicians and with scope to develop and expand courses. The main School follows a course of modern mathematics to "O" Level or C.S.E. The "A" Level courses in the sixth form are in S.M.P. mathematics and further mathematics and in pure mathematics with statistics. The School has recently installed a computer terminal.
Apply by letter (no forms) to the Headmistress at the above address, giving curriculum vitae, copies of recent testimonials and the names and addresses of at least two referees.
The School, which is an old-established one, moved to new buildings on its present site in 1958 and is pleasantly situated in its own grounds in south Birmingham.

ESSEX
THE FURTHERWICK PARK SCHOOL
(Roll 1,150)
Furtherwick Road,
Canvey Island SS8 7AZ
Tel.: Canvey 2157/8
HEAD OF MATHEMATICS
Scale 4
A well qualified and experienced MATHEMATICS TEACHER with a *dynamic approach* to modern teaching methods and knowledge of recent developments in this subject is required. Traditional and modern mathematics course leading to combined 16 plus examination. Knowledge of Computer Studies an advantage. (Re-advertisement—Previous applicants will be considered.)
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HAMPSHIRE
THE CITY OF PORTSMOUTH GIRLS' SCHOOL
St. Mary's Road, Portsmouth PO1 5PF
Scale 5, HEAD of MATHEMATICS DEPARTMENT.
Required from September, 1977.
Apply by letter to the Headteacher. Closing date 1st April.

HARINGEY
(Borough of)
SOMERSET SCHOOL
White Hart Lane, N.17
Voluntary Controlled Boys' Comprehensive School
Roll: approximately 1,000
Required for September:—
HEAD of MATHEMATICS, Scale 4. An experienced and well-qualified TEACHER to take over the leadership of a thriving Department on the retirement of the present Head of Mathematics. The School is on two sites and the successful candidate is required to coordinate the work throughout the School and develop existing courses. The maintenance of high academic standards up to and including "A" *Level must be combined* with imaginative work with pupils covering the full range of ability.
London Allowance £402.
Social Priority Allowance £201/£276.
Removal expenses—100 per cent allowed.
Forms of application (stamped addressed envelope) and further details available from the undersigned to be returned to Head of School as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HARROW
EDUCATION COMMITTEE
HOOKS HEATH HIGH SCHOOL
Eastcote Lane, South Harrow, Middlesex HA2 9AQ
Tel. No.: 01-422 4675
Required for September, HEAD of MATHEMATICS (Scale 4) in a developing 11 to 16 Comprehensive school. A well-qualified, experienced enthusiast is sought who will take responsibility for the work of the Mathematics Faculty throughout the school. A Computer Terminal is available with facilities for use of the Open University Computer. Apart from the usual G.C.E. "O" level and C.S.E. courses (including a Mode 3), Statistics is also offered. Candidates will be expected to be familiar with the strengths and weaknesses of the *Modern* Mathematics courses.
Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender), lodging allowance of up to £10 per week and up to £300 towards legal and estate agent fees may be payable.
Application forms from and to be returned to the Head of the School by 28th March, 1977. (Please enclose stamped addressed envelope.)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM HOUSE GRAMMAR SCHOOL
Ramsgate
(700 Boys, 230 in Sixth Form)
Required for September, highly qualified HEAD OF MATHEMATICS (Scale 4).
Desirable qualities: experience of Oxbridge Scholarship work, success and interest in teaching throughout the school, capacity to see the subject as part of the general curricular pattern.
The department has excellent record and very strong Oxbridge connection. School computer terminal.
Further details from Headmaster (Thanet 51761).
Closing date: 31st March, 1977.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
Area Officer: Mr. T. D. A. Pollard, B.Sc.
FRAMINGHAM EARL HIGH SCHOOL
Norwich Road, Framingham Earl
Norwich NR14 7QP
(Roll 440 and rising)
Required for September, 1977:—
Scale 3 HEAD of MATHEMATICS in this all-ability 11 to 16 high school, which was reorganized September, 1976. Examination courses S.M.P. based. New Mathematics laboratory.
Please send a stamped addressed envelope to the Headmaster for further details and application form.

SALFORD
(City of)
EDUCATION DEPARTMENT
THE CHURCH OF ENGLAND HIGH SCHOOL
Northfleet Road, Peel Green, Eccles M30 7PQ
Tel. 061 789 5309/4730
(11-16 years mixed comprehensive; 600 on roll; four form entry)
Required for 1st May, 1977, or as soon as possible thereafter.
HEAD OF FACULTY OF MATHEMATICS
Scale 3
An experienced and enthusiastic teacher required for this key post. C.S.E. and G.C.E. "O" level courses well established. Excellent facilities in modern school set in pleasant surroundings.
Application forms and further information from the Headmaster, to whom completed applications should be returned as soon as possible.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
KNUTTON COUNTY SECONDARY SCHOOL
High Street, Knutton, Newcastle Staffs
(Roll 550; age range 11 to 16 years; Group 8)
HEAD OF MATHEMATICS (Scale 4) of this mixed Secondary School. Mathematics is taught to C.S.E. and G.C.E. "O" level, mainly on traditional lines.
Applications are invited for the above appointment which is vacant from September 1977.
Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before 1st April, 1977.

Other Posts on Scale 2 and above

BARNET
(London Borough)
COPTHALL SCHOOL
Page Street, Mill Hill N.W.7
Girls' Comprehensive, 11-18
Roll 1,014
Tel.: 01-203 1574
Required September, 1977, qualified TEACHER of MATHEMATICS to teach subject to C.S.E./"O" level. The work is mainly with average band and an interest here is essential. Scale 2 for suitable and experienced candidate but applications welcome from new teachers.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Apply to Headmistress giving full details and names of two referees (stamped addressed envelope).
Director of Educational Services.

BROMLEY
(London Borough of)
KENTHOUSE SCHOOL FOR BOYS
High Street, Penge, SE20 7QR
(755 boys)
Required for September 1977 a MATHEMATICS TEACHER (Scale 2 plus London allowance) in this developing comprehensive school.
The Mathematics Department has a well-equipped workshop and a computer terminal and runs courses to "A" level in Mathematics, Statistics and Computer Studies.
Willingness to assist with Computer Studies will be an advantage.
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London Area.
Applications by letter should be sent as soon as possible to the Headmaster with full personal and professional details, and the names and addresses of two referees (mentioning their occupation and status).

DERBYSHIRE
EDUCATION COMMITTEE
LITTLEOVER SCHOOL
Pastures Hill, Derby DE3 7HD
11-18 Mixed Comprehensive
Number on roll 950
Required for September, 1977, a TEACHER of MATHEMATICS. Scale 2 for suitably qualified and experienced candidate, able to assume role of Second in Charge of Department.
Apply by letter to the Head Teacher, from whom further particulars may be obtained, stating full career details and the names and addresses of two referees (stamped addressed envelope for acknowledgement, please).
Closing date for receipt of applications 31st March, 1977.

DORSET
KINGSLEIGH SECONDARY BILATERAL SCHOOL
Hadow Road, Bournemouth
(850 mixed on roll)
Required April or September, 1977, TEACHER to take MATHEMATICS approximately two-thirds of timetable and PHYSICS approximately one-third of timetable. Subjects taught to C.S.E. and G.C.E. "O" level. Scale 2 post available for suitably experienced candidate or Scale 1 post for new entrant to teaching. Assistance with removal and legal expenses.
Application forms from Headmaster on receipt of stamped addressed envelope.

EALING
(London Borough of)
EDUCATION SERVICE
DORMERS WELLS HIGH SCHOOL
Dormers Wells Lane, Southall
Middlesex
Mixed: 12-18 Comprehensive
1,550 on roll
Required for September, 1977:—
SECOND in MATHEMATICS faculty—Scale 3. Pupils are prepared for examinations in C.S.E. Arithmetic, Mathematics and Further Mathematics, Statistics and Computer Studies; at "O" level in Mathematics, Additional Mathematics and at "A" level in Mathematics. The work in Computer Studies is being expanded and there is a unique opportunity for innovation and development within this large forward-looking Department.
London Weighting £402 plus Social Priority Allowance payable.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Applications by letter enclosing full curriculum vitae to the Head at the school (stamped addressed envelope) Telephone: 01-574 6771.

ESSEX
BEAUCHAMPS SCHOOL
(Roll 1,470)
Beauchamps Drive, Hill Avenue
Southend Road, Wickford
SS11 8LY
Tel: Wickford (03744) 61077
SECOND IN MATHEMATICS DEPARTMENT
(Re-Advertisement). Required for September 1977. A Scale 3 post is available for suitably qualified and experienced applicant. S.M.P. Mathematics is taught up to and including Further Mathematics at "A" level. Previous applicants need not re-apply but should contact the school if they wish their application to be re-considered.
Closing date for applications: March 28th, 1977.

HAMPSHIRE
SOUTH-EAST AREA
COWPLAIN COMPREHENSIVE SCHOOL
Hart Plain Avenue, Cowplain, Portsmouth PO8 8RY
Comprehensive Mixed 11-16
1,400 on Roll
Required for September, 1977. Experienced, well qualified TEACHER for progressive department, capable of supervisory responsibility for First Year Mathematics.
Scale 2.
Stamped addressed envelope to the Head for details. Closing date: 28th March, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend
Required for 1st September, 1977. TEACHER of MATHEMATICS. Scale 2. Interest and experience in Computer Studies or Accounts a recommendation.
Applications by letter giving details of qualifications and experience to the Headmaster of the school.
MEDWAY DIVISION
CHATHAM SOUTH SECONDARY SCHOOL
Letchworth Avenue, Chatham
(Mixed, 600 on roll)
Telephone: Medway 404277
Required for September 1977, a TEACHER of MATHEMATICS to teach throughout the school including examination work. The successful applicant will be required to teach a combination of modern and traditional mathematics in mixed-ability groups.
A Scale 2 post is available for a teacher with some experience and the enthusiasm and ability to accept responsibility but applications are also invited from students seeking their first appointment.
An involvement in the pastoral work of the school will be required and assistance with games or other extra-curricular activities would be an additional recommendation.
The school opened in September, 1973, and is situated in a pleasant residential area on the outskirts of Chatham.
Apply by letter to the Headmaster immediately giving the names and addresses of two referees, or telephone for further information.
SWALE DIVISION
THE LADY GAUNT SECONDARY SCHOOL FOR GIRLS
London Road, Faversham
Required for September, TEACHER of MATHEMATICS. The Kent Mathematics Project is used. Scale 2 post available for suitable candidate.
Forms of application (available from the Headmistress at the school), to whom they should be returned by 28th March.

LEICESTERSHIRE
THOMAS ESTLEY COMMUNITY COLLEGE
Station Road, Broughton Astley, Leicestershire
(Roll 550)
MATHEMATICS up to Scale 3
TEACHER to join team developing *resource based* curriculum.
Further details from the Head.
Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

MERTON
(London Borough of)
EDUCATION COMMITTEE
RUTLISH MIXED HIGH SCHOOL
Rutlish Road, SW19 3NU
Headmaster: Mr. C. W. Bond, M.A.
Telephone Number: 01-542 4434
13 to 18 co-educational comprehensive; 600 on roll
Required in September 1977:—
A TEACHER of MATHEMATICS and GENERAL SCIENCE: it is hoped to appoint an able person who is ready has some experience of teaching with pupils of all abilities in a comprehensive school, and such a person would receive a Scale 2 salary, but a newly qualified teacher anxious for such experience could also be appointed on a Scale 1.
London Allowance £402. Legal expenses up to £350 and assistance towards removal expenses will also be considered where appropriate.
Application forms and further details available from the Secretary at the school, on receipt of a stamped addressed envelope, to whom the forms should be returned by 30th March, 1977.

NORTH YORKSHIRE
(County of)
HARROGATE GRANBY HIGH SCHOOL
Avondale Road, Harrogate, North Yorkshire
(11-18 comprehensive: 2,000 pupils)
Required for September, 1977, TEACHER of MATHEMATICS (graduate preferred), able to teach at all levels: "A" level work essential. The school has a large and very effective Mathematics Department with strong *Sixth Form* work.
It is hoped that the successful applicant will take charge of the school's computing facilities consisting of a variety of machines and an on-line terminal. Scale 2 post.
Apply by letter to the Headmaster, giving full career details and names and addresses of two referees.

SANDWELL
(Metropolitan Borough of)
ALBRIGHT HIGH SCHOOL
Pennex Lane, Oldbury, Warley West Midlands
Required for September, 1977:—
TEACHER of MATHEMATICS. Scale 2 post for suitable applicant. To teach up to C.S.E. and G.C.E. "O" level. Ability to assist in the Science Department would be welcome.
Application forms and further details available from, and returnable to the Head Teacher at the school. Closing date 4th April, 1977.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy reach of Central London and bordered by Epping Forest. London addition to salary payable.
Required for September, 1977, or earlier—
BOROUGH UNATTACHED STAFF
Applications are invited from experienced TEACHERS of MATHEMATICS for appointment to the Permanent Unattached Staff of the Borough. The teachers will be seconded to a school for a period of one term, sometimes acting as Head of Department. Scale 2 or 3 posts available according to qualifications and experience.
Application forms obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, E10 5QJ.

WEST SUSSEX
SOUTHERN AREA
DAVISON C.E. (CONTROLLED) HIGH SCHOOL FOR GIRLS
Selborne Road, Worthing
(870 on roll—12-18 years)
For September, TEACHER to join MATHEMATICS DEPARTMENT (Scale 2) to teach throughout age and ability range, "O" level and C.S.E. courses. Modern and Traditional.
Apply by letter to Headmistress at school giving full details and names of two referees.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977:—
VALLEY PARK SCHOOL
Headmaster: D. L. Lee
B.Sc., M.Ed.
MATHEMATICS, Scale 2. Qualified, experienced TEACHER required to provide basic groundwork for Lower School pupils of all ability levels.
Valley Park is a new Group 11 comprehensive school opening in September with a first-year intake only.
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DR, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope, please).

Scale 1 Posts

AVON COUNTY
THE RIDINGS HIGH SCHOOL
Winterbourne, Bristol BS17 1JL
(11 to 18 plus: mixed comprehensive: 1,670 on roll)
Required in September—
MATHEMATICS TEACHER, mixed ability for years 1 to 5. C.S.E. and "O" level courses, both S.M.P. and modern.
Possibility of sixth form work for suitable candidate.
Interest in less able could be an advantage.
Applications by letter to the Head Teacher with full details of qualifications, experience and names of two referees.

BARNET
(London Borough)
ORANGE HILL SENIOR HIGH SCHOOL
Abbots Road, Edgware, Middlesex
01-952 3162
(co-educational: first comprehensive intake in 1974; roll 643: Sixth Form 247)
Required September, 1977, MATHEMATICIAN, who can teach STATISTICS up to "A" level or MATHEMATICIAN who can teach up to "A" level standard and can develop C.S.E. work. Scale 1 for experienced, qualified candidate. Pure Course offers "A" level Pure and Applied Mathematics, Statistics and Computer Science.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Further details and application forms from Headmaster (stamped addressed envelope).
Director of Educational Services.

SECONDARY
Mathematics
continued

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
HARLINGTON UPPER SCHOOL
Harlington, Dunstable,
Bedfordshire
(Nine form entry Co-educational 13-18)
Required September, 1977, for this purpose-built school now in its third year of growth, a MATHEMATICIAN, preferably a graduate, Scale 1.
The successful applicant will be expected to take a full part in the development of both department and school. Either a knowledge of SMP or an interest in courses for slow learners might be an advantage.
Application form and further particulars available from the Headmaster at the school. (Stamped addressed envelope, please). Closing date 30th March, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
Required for September, 1977, TEACHER of MATHEMATICS, Scale 2 available for candidate able to take specific responsibilities from the Head of the Mathematics Department.
Application form and further details available from the Headmaster at the school. Stamped addressed envelope please.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road, Wootton, Beds.
Headmaster, S. Clews, M.A., M.Ed.
Required for September, 1977, an ASSISTANT TEACHER (Scale 1 or 2 depending on qualifications and experience) of MATHEMATICS for this new rural Upper School. An interest in Computing or Remedial Maths an advantage.
Applications from both newly qualified and experienced teachers would be welcomed. Courses leading to "O", C.S.E. and "A" levels are being developed.
Application forms and further particulars available from the Headmaster to whom completed forms should be returned by 4th April, 1977.

BEDFORDSHIRE
SPONOON SCHOOL
Mixed Comprehensive,
1,500 pupils (160 in Sixth Form)
Required for September, 1977, a TEACHER of MATHEMATICS (Scale 1). An ability to assist with the teaching of Statistics would be useful.
Apply by letter, giving details of qualifications, experience (if any), and the names and addresses of two referees, to the Headmaster, Sponoon School, West Road, Shunnion, Derby, DE2 7HT, from whom further details may be obtained (stamped addressed envelope, please).

BERKSHIRE
COX GREEN COUNTY SECONDARY SCHOOL
Highfield Lane, Maidenhead
For April or September, TEACHER of MATHEMATICS for this mixed comprehensive school (roll 1,040). SMP Mathematics taught to CSE and GCE "O" and "A" levels. Computer Studies course leads to CSE and "O" level.
London Fringe Allowance £150 per annum, lodging allowance and removal expenses scheme in operation.
Forms and further details from the Headmaster (stamped addressed envelope). Closing date March 28.

BRENT
(London Borough of)
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, N.W.2
(Roll 527)
This new six-form entry comprehensive school opened September, 1974, with only a first year and will have its fourth first year intake in September, 1977. It is supplied with the most modern equipment and specialised accommodation in all departments. The school is situated in very pleasant surroundings and comprises a main three-storey block, sports hall, large playing field and self-contained staff area. A Sixth Form block is to be built next year.
Required from September:
TEACHER for MATHEMATICS (Scale 1). The modern (S.M.P.) syllabus is taught throughout the school. Candidates should state any subsidiary subjects which they can offer. Willingness to help with Games would be welcome.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and references.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
DENBIGH SCHOOL
Bletchley
(Mixed Comprehensive—approximately 1,030 on roll)
Required for September 1977: a TEACHER to join an active department of 7 in this 12 to 18 comprehensive school. Courses are offered at CSE in all 3 modes and at GCE "O" and "A" level. The successful candidate will be expected to teach across the whole ability range. Opportunities also exist for sixth form teaching. All staff in the department are involved in the preparation of course materials and expected to take responsibilities in other areas in the department. Scale 1 post. Bletchley is situated in the designated area of the new city of Milton Keynes.
The Development Corporation is making a number of houses for rent available to teachers appointed to schools within the designated area. Subject to the County Council's regulations removal expenses up to £150 and board and lodging allowances will be payable.
Application forms obtainable from the Head, Mr. E. J. Corrin, M.A., Denbigh School, Cornwall Grove, Bletchley, Milton Keynes MK3 7HU, on receipt of a stamped addressed foolscap envelope.

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely
Required for September 1977 a MASTER or MISTRESS to teach MATHEMATICS (M.E.I.) throughout the Senior School to O.C.E. O level, with the possibility of some Sixth Form Option Work. This post is suitable for a first appointment.
Ability to assist with hockey, cricket or tennis a strong advantage.
Salary in accordance with the Ely Salary Scale and applications giving the names of two persons to whom reference may be made, should be addressed to the Headmaster from whom details may be obtained.

CAMBRIDGESHIRE
CAMBRIDGE AREA
COMBERTON VILLAGE COLLEGE
(11 to 16 Comprehensive, 880 on roll)
TEACHER of MATHEMATICS required for September, 1977 (Scale 1) to join a well organised and enthusiastic department of six. Mathematics is taught to "O" level.
Further details may be obtained from the Warden (stamped addressed envelope, please) to whom applications giving full curriculum vitae and names of two referees should be returned by April 4th.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
LISKEARD COUNTY GRAMMAR SCHOOL
Co-educational: 410 pupils
Headmaster: A. D. Wood, M.A.
MATHEMATICS, Scale 1.
For September 1977, a well qualified TEACHER is sought to join this MATHEMATICS department who will teach all pupils in Years 1 to 5. An ability to help with some Physics would be an advantage. Some 6th Form Mathematics work available.
Liskeard Grammar School, due to merge into Liskeard (Comprehensive) School in September 1978 (11 to 18).
Application forms and further details from the Headmaster, Liskeard Grammar School, Old Road, Liskeard, Cornwall, to be returned by April 1st.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
NEWQUAY TRETHERRAS SCHOOL
Newquay, Cornwall, TR7 3JA
Group 10, 11 to 18 Comprehensive
Number on Roll: 950
Headmaster: R. L. Bower, B.A.
MATHEMATICS, Scale 1.
For September 1977, a TEACHER of MATHEMATICS.
Applications should be made by letter (no forms) and should include curriculum vitae and names and addresses of two referees. Further details will be sent from the school upon receipt of a stamped addressed envelope.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

COVENTRY
COVENTRY SCHOOL
Bablake (880 pupils, 260 in the Sixth Form)
MASTER/MISTRESS required for September, 1977, to teach MATHEMATICS throughout the school.
Please state any subsidiary subject and interests, including games.
Applications to the Director, Coventry School, Bablake, Coventry CV1 4AU, giving curriculum vitae and names of two referees.

CROYDON
THE OLD PALACE SCHOOL
(600 girls, Direct Grant/Independent)
Well qualified honours GRADUATE required to teach MATHEMATICS throughout the school to "O" and "A" levels. For suitably qualified candidate this could be a Scale II post.
Apply with curriculum vitae and names of two referees to the Headmistress, The Old Palace School, Old Palace Road, Croydon, CR0 1AX.

DERBYSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEA MANOR HIGH SCHOOL
Northwell Drive, Luton, LU3 3TL
Headmaster:
Mr. R. L. Austin, B.A.
Required for September, 1977, TEACHER of MATHEMATICS, Scale 1, within the Faculty of Mathematics and Science at this new purpose-built mixed comprehensive school catering for the 11-16 age range.
Some assistance with accommodation may be possible.

NORTHFIELDS UPPER SCHOOL
Houghton Road, Dunstable,
LU5 5AB
Headmaster: Mr. O. Fone, B.Sc.
Required for September, 1977, TEACHER of MATHEMATICS, Scale 1, to work with all ages and ability ranges in this 13-18 year Comprehensive Upper school.
Courses in Mathematics are based on S.M.P.
The department has recently acquired a computer terminal and other computer equipment, with computer studies a popular option subject in the lower school, it is only some help in the Science Department would be required.
Nuffield schemes are in use in this well equipped department.
Application forms obtainable from and returnable to the appropriate Headmaster as soon as possible (stamped addressed envelope, please).

DERBYSHIRE
EDUCATION COMMITTEE
LEES BROOK SCHOOL
Morley Road, Chaddesden, Derby
Required for September, 1977—
A TEACHER of MATHEMATICS (Scale 1) is required at this nine-form entry 11 to 18 Comprehensive School, for September, 1977. The school's Mathematics syllabus is essentially traditional.
Apply by letter to the Headmaster, quoting names and addresses of two referees.

DERBYSHIRE
SINFIN COMMUNITY SCHOOL
Farmhouse Road, Derby
DE2 9AR
Required for Summer Term, 1977, a temporary TEACHER of MATHEMATICS for one term only.
Application by letter to the Headmaster immediately.

DERBYSHIRE
DRONFIELD HENRY FANSHAWE SCHOOL
Dronfield, Sheffield, S18 6XD
950 Mixed (including 205 in Sixth Form)
For September, TEACHER of MATHEMATICS at this Senior Comprehensive, which takes pupils at the age of 14, and provides courses at all levels up to and including "A" level. Scale 1.
Applications by letter, with curriculum vitae and details of two referees, to the Head Teacher at the School.

DERBYSHIRE
ST. PHILIP HOWARD R.C.
(Group 9, Comprehensive)
SCHOOL
Glossop
(Roll 600 mixed)
Required for September, TEACHER of MATHEMATICS for wide ability range.
Letters of application giving details of qualifications experience and courses taken (S.M.P. slow learner, modular maths., modern maths, etc.) should be sent to the Headmaster as soon as possible.

DEVON
COOMBE DEAN SCHOOL
Elburton, Plymouth
TEACHER of MATHEMATICS, Scale 1.
Required for September, 1977, a well qualified MATHEMATICS SPECIALIST TEACHER to join our expanding and enthusiastic department. The successful candidate will be expected to play a full part in the development of the Department, including courses to G.C.E. "O" and "A" level.
Coombe Dean is a new purpose built Comprehensive School with only 320 pupils on roll comprising the 1st and 2nd years but it is planned to grow to 1,250 with a strong sixth form.
Application forms and further details may be obtained from the Headmaster, Mr. W. J. Harris, Coombe Dean School, Charnhill Way, Elburton, Plymouth on receipt of a stamped addressed envelope.

DEVON
RALEIGH VINCENT THOMPSON HIGH SCHOOL
(Roll 560)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to teach MATHEMATICS throughout the whole ability range. Well established courses in C.S.E. and "O" level in which S.M.P. is used as a core. Candidates are asked to state a second teaching subject and their interests in out of school activities.
Scale 1 post.
The successful applicant will be expected to take up the appointment in September 1977.
Application forms (stamped addressed envelope, please) from Master, Vincent Thompson High School, Ladysmith Avenue, Exeter, returnable by 1st April, 1977.

DEVON
OTTERY ST. MARY THE KINGS CO-EDUCATIONAL GRAMMAR SCHOOL
(Roll 764)
Applications are invited from GRADUATES for the post of ASSISTANT TEACHER to teach MATHEMATICS to "O" and "A" levels. Scale 2 for suitably qualified applicant.
Scale 1 post.
The successful applicant will be expected to take up the appointment in September, 1977.
Application forms (stamped addressed envelope, please) from Headmaster, The Kings School, Ottery St. Mary, Devon, returnable by 1st April, 1977.

DORSET
KEMP WELCH SCHOOL
Herbert Avenue, Parkstone, Poole
(1,350 pupils, mixed, aged 12-16)
Required September, 1977: MATHEMATICS TEACHER, Scale 1. Ability to teach to "O" level and C.S.E. and some knowledge of S.M.P. essential. Applicants for previous Scale 1 Mathematics post please write if they wish to be considered for this vacancy.
Assistance with removal and legal expenses.
Application forms and further details from the Headmaster on receipt of stamped addressed envelope or telephone school—Parkstone 732601. Closing date, two weeks from the date of this advertisement.

DORSET
FERNDOWN UPPER SCHOOL
Ferndown, Wimborne, Dorset
Telephone: Ferndown 871243/4
(Co-educational Comprehensive (13 to 18), 1,100 on roll)
Required for September, 1977, TEACHER for MATHEMATICS to join well-established department to teach students of all levels of ability to C.S.E., "O" and "A" and C.S.E. Assistance with removal and legal expenses.
Applications by letter to the Headmaster as soon as possible, giving details of age, qualifications and experience, together with the names of two referees. Further particulars stamped addressed envelope, please.

DORSET
THE PURBECK SCHOOL
Wareham
(13-19 Upper School;
Group 13; Sixth Form 215)
GRADUATE MATHEMATICIAN required September to teach throughout school, including some "A" level. Ability to offer Statistics or Computer Studies a recommendation.
Application form and further details (stamped addressed envelope) from Headmaster.

DURHAM
COUNTY COUNCIL
ST. LEONARD'S R.C. COMPREHENSIVE SCHOOL
Durham
(Seven/eight-form entry: 1,230 on roll)
MATHEMATICS. Salary Scale 1. Well qualified TEACHER required for September, 1977.
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, County Hall, Durham.
Closing date for applications 4th April, 1977.

DURHAM
COUNTY COUNCIL
USHAW MOOR SECONDARY SCHOOL
(11 to 16 years, 730 on Roll)
MATHEMATICS, Salary Scale 1. Qualified TEACHER required for September 1977 in this school which is scheduled to become comprehensive when new buildings are completed.
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, County Hall, Durham.
Closing date for applications 4th April, 1977.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
CARDINAL NEWMAN SCHOOL
The Upper Drive,
Hove, BN3 6NO
(Roll 1,650 mixed in September, 1977; 260 in Sixth Form)
Required for September, 1977, TEACHER of MATHEMATICS, Scale 1. Modern Mathematics (SMP) taught to "O" and "A" level.
Generous scheme of relocation grants available in approved cases.
Application forms and further details available from the Headmaster, Anthony Smith, M.A., at the school.

EAST SUSSEX
EASTBOURNE AREA
HAILSHAM SCHOOL
Battle Road, Hailsham,
East Sussex BN27 1DT
Required for September, 1977, MATHEMATICS TEACHERS (Scale 1) to teach at all levels in this mixed comprehensive school of 1,360 pupils (11-18). Excellent facilities. Three Mode III C.S.E. syllabus. Computer Studies Mode III C.S.E. syllabus.
Relocation grants available in approved cases.
Application form and further details from the Headmaster (stamped addressed envelope, please).
Closing date 1st April.

EAST SUSSEX
HOVE AREA
PORTSLADE COMMUNITY COLLEGE
(Comprehensive Mixed 11-18)
(Number on roll 1,400; Sixth Form 120)
Required for September owing to increased numbers TEACHER of MATHEMATICS (Scale 1) to teach across the age and ability range.
Applications by letter (no forms) including curriculum vitae and names of two referees to The Principal, Portslade Community College, Chalky Road, Portslade, BN4 2WS.
Closing date 25th March.

EAST SUSSEX
BEACON SCHOOL
Crowborough
Required for September, GRADUATE TEACHER of MATHEMATICS, Scale 1. The person appointed will be expected to teach over the whole age and ability range, with a substantial share of "A" level work.
House system of pastoral care operates within the school.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Beacon School, Crowborough (foolscap stamped addressed envelope).

EAST SUSSEX
UPLANDS COMMUNITY COLLEGE
Wadhurst
TEACHER of MATHEMATICS, Scale 1, required for September 1977 at this rural mixed comprehensive school with 750 on roll, ages 11-16. Courses combine for traditional and new mathematics approaches.
Scheme of relocation grants available in approved cases.
Further details from the Principal, Uplands Community College, Wadhurst (foolscap stamped addressed envelope) to whom applications should be returned within two weeks of this advertisement.

EAST SUSSEX
TIDEWAY SCHOOL
Newhaven
Required from September, TEACHER of MATHEMATICS, Scale 1, to teach the subject to "A" level. This is a new appointment resulting from the growth of this fully developed 11 to 18 comprehensive school.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Tideway School, Southdown Road, Newhaven (foolscap stamped addressed envelope).

ESSEX
THE BRAMSTON SCHOOL
(Roll 1,140)
Spinks Lane, Witham
Telephone Witham 512911
Required for April or September, a TEACHER for MATHEMATICS. Mainly traditional Mathematics is taught to C.S.E., "O" and "A" levels.
Closing date: April 1st, 1977.

CLACTON COUNTY HIGH SCHOOL
(Roll 1,100)
Walton Road, Clacton-on-Sea
Telephone: Clacton 24266
Required September, or earlier, to teach MATHEMATICS to at least "O" level.
Apply within 10 days by letter to the Headmaster at the school, giving full details of education, qualifications and experience, with names and addresses of two referees. Assistance with removal expenses in approved cases.

MARK HALL COMPREHENSIVE
(Roll 1,250)
First Avenue, Harlow
Telephone: Harlow 39121
Required for Summer Term or September, ASSISTANT TEACHER to teach MATHEMATICS to years one to five. This is a permanent post.
Apply direct to the Headmaster giving a brief curriculum vitae and the names of two referees.

MAYFLOWER SCHOOL
(Roll 1,661, VIth Form 180 +)
Stock Road, Billericay
CM12 0RT
Telephone Billericay 3171/2/3
Vacancy April or September: MATHEMATICIAN for all ranges of work up to "A" and "S" level, S.M.P. to "O" level. Pure and Applied Traditional to "A" level with Statistics and Computer Studies. Any combination acceptable at this stage. Fringe Area Allowance £150.

STANWAY COMPREHENSIVE SCHOOL
(Roll 1,200)
Winstree Road, Stanway,
Colchester
Telephone Colchester 5488
Required for September: TEACHER of MATHEMATICS.
Application forms and further particulars (unless otherwise stated) may be obtained from the Head of the School concerned, to whom completed application forms should be returned.

GLOUCESTERSHIRE
WYEDEAN SCHOOL
Required for September, 1977, a TEACHER of MATHEMATICS (Scale 1).
This is a developing comprehensive school, now established in purpose-built accommodation at Sedbury.
For further particulars and an application form write to the Headmaster, Wyedean School, Beachley Road, Sedbury, Gloucestershire, via Chepstow, Gwent NP6 7AA. (Please enclose stamped and addressed envelope.)

HAMPSHIRE
CALTHORPE PARK SCHOOL
Hitches Lane, Fleet
(Comprehensive mixed, 11 to 16 number on roll 1,230)
Required for September, 1977, MATHEMATICS, Scale 1. Suitable for first appointment.
Letter of application, with names, addresses and telephone numbers of two educational referees to the Headmaster, from whom further details may be obtained, Calthorpe Park School, Hitches Lane, Fleet. Telephone: Fleet 5485.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE CAMPION SCHOOL
(Roll 630)
Wingletye Lane, Hornchurch RM11 3BX
(Voluntary Aided R.C. Grammar School for Boys)
Required September, 1977. GRADUATE TEACHER of MATHEMATICS to teach throughout the school to "A" and "S" level. There is a possibility of a Scale post for a suitable applicant.
HALL MEAD SCHOOL
(Roll 1,100 Co-educational)
Marlborough Gardens, Upminster RM14 1SF
11 to 18 Comprehensive situated on one site. Courses to C.S.E. "O" and "A" level well established. Expanding Sixth Form.
Required Summer Term, 1977: TEACHER for MATHEMATICS to take the subject throughout the school.
There is a scheme for removal expenses.
Letters of application to Head Teacher concerned, giving full curriculum vitae and quoting two referees.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTFORDSHIRE DIVISION
CHESHUNT SCHOOL
Windmill Lane, Cheshunt,
Hertfordshire
(903 mixed; 120 taking Advanced level)
MATHEMATICS TEACHER required for the Summer term only, to teach throughout school and (to include Computer Studies up to "O" level). London Allowance (£150).
Ideas, enthusiasm and ability to work in team teaching situation sought. Upper Sixth Form selective: rest of School of varying abilities. 150 Fifth Year taking Single Examination. Modern Mathematics.
Please apply Headmaster (no forms) with curriculum vitae, naming two referees.

ilea INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience in the following subjects:-

COMMERCE (Office Skills)
(Full and Part Time)
DESIGN AND TECHNOLOGY
FRENCH (Full and Part Time)
HOME ECONOMICS (Part Time only)
NEEDLEWORK (Part Time only)

Appointments will be to a Scale 1 post in the Authority's General Teaching Service. Inner London allowance (£402) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6426).

Cheshire

Application forms (send sae) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, MA,
Director of Education.

Required for September unless otherwise stated.

HEAD OF DEPARTMENT

MUSIC
Northwich County Grammar School for Girls
Granville Road, Leftwich, Northwich
(980 girls: 160 in the Sixth Form)
Headmistress: Miss J. D. Dines, B.A.
Scale 3. The School has an established musical tradition with Orchestra, Choirs, Chamber and Madrigal groups and course leading to G.C.E. 'O' and 'A' level work. In addition to maintaining the standard of competitive work, the successful candidate should believe that the subject should involve the maximum number of pupils, at a variety of levels of interest and accomplishment. The Head of Department has responsibility for visiting music staff.
The School is to reorganise as an 11-16 mixed comprehensive school from September, 1978, and will accept its first mixed all-ability intake that year.

SCALE 1 POSTS

1. GERMAN 2. R.E./MUSIC
All Hallows Catholic High School
Brooklands Avenue, Macclesfield
All Hallows High School is a developing five form entry Comprehensive School reorganised in 1974.
1. A teacher of German. New language teaching areas are available and the person appointed will have an opportunity of developing this language within the school. French as a second language would be advantageous.
2. A teacher of Religious Education who is able to make a positive contribution to the teaching of music within the school.

PHYSICAL EDUCATION
Central Park County Secondary School
Ryles Park Road, Macclesfield SK11 8AJ
(1,300 boys and girls—11-16 years)
P.E. (with girls—games, gymnastics, dance, hockey and badminton, athletics and tennis).
Closing date: 31st March, 1977.

1. FRENCH 2. MATHEMATICS 3. GIRLS P.E. AND GAMES
Culcheth High School
Withington Avenue, Culcheth, Warrington, WA3 4JQ
(Roll: 1,314) Mixed 11-18 Comprehensive
Full details of the posts and the school will be provided.
Closing date: 1st April, 1977.

1. ENGLISH 2. MATHEMATICS 3. FRENCH
4. TECHNICAL STUDIES 5. MUSIC
Great Sankey County High School
Barrow Hall Lane, Great Sankey, Warrington
Tel. 0925 72 4118
New purpose built 11-16 years mixed comprehensive school opened in September, 1976. Roll 540 pupils increasing to 1,200 approximately by 1980. Pleasantly sited on rural fringe of Warrington. Good opportunity for well qualified subject specialist new to teaching.

MATHEMATICS
Heath Road, Penketh, Warrington WA5 2BY
Penketh, Warrington WA5 2BY
Tel: Penketh 2298/6523
Headmaster: E. J. Hignett, B.A.
Required as soon as possible to teach Mathematics throughout the school. The school is an 11-18 co-educational comprehensive school, with a large Sixth Form, situated in a pleasant residential community and Mathematics is a vital subject. S.M.P. Mathematics is taught in the school to 'O', C.S.E. and 'A' level, together with the school's own Mode III C.S.E. Courses.
Apply by letter to the Headmaster immediately.

SECONDARY
Mathematics
continued

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
HITCHIN GIRLS' SCHOOL
(Grade X)
Hitchin Girls' School, Hitchin (Cap in Sixth Form)

GRADUATE required Sept. (subject to confirmation) for GIRLS and GENERAL SCHOOL from Heat to other years to children of all abilities.

Apply to the Headmistress with details of qualifications giving the names of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
BEAUMONT SCHOOL
(Group 10)
Oakwood Drive, St. Albans

Qualified TEACHER of MATHEMATICS required Sept. for up to 4 periods a week, Post-Scheme level. Possibility of 5th period if desired.

Applications by letter to the Headmaster, giving personal details and names of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
BISHOP'S STORTFORD DIVISION
MATTS GRADUATE to teach Education Mathematics and to scholarship level. London allowance £162.

Apply in writing to Headmistress, with names of two referees and dates of qualifications.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HOWARD SCHOOL
Gillingham

A new Grammar-Modern School of 1,000 boys aged 11 to 16, with 240 in the Sixth Form.

Required in September, someone to teach MATHEMATICS throughout the School.

Applications from newly qualified teachers will be welcomed, but an allowance would be available for an experienced teacher.

Details and application forms from the Headmaster.

GRAVESHAM DIVISION

THAMESVIEW SCHOOL
Thong Lane, Gravesend

Required for 1st September, 1977, TEACHER of MATHEMATICS, Sc. 2, interest and experience in computer studies or Accounts recommendation.

Applications by letter giving details of qualifications and experience to the Headmaster, at the school.

TONBRIDGE & MALLING EDUCATION DIVISION
Snodland, Holmesdale

Required from September, 1977—TEACHER of MATHEMATICS with STATISTICS and possibly BUSINESS STUDIES up to C.S.E. standards. Scale 1 or 2. Post suitable for first appointment or experienced teacher.

Write in the first instance to the Headmaster, Holmesdale School, Snodland ME6 5HS.

MAIDSTONE DIVISION

LINTON PARK SCHOOL
THE CORNWALLIS SCHOOL
Nr. Maidstone
(1,350 Mixed)
11-17 High School with comprehensive intake (some streams to Upper Schools at 13). Scale 2 to 4 Sc. 2 to 3 and 4 Sc. 4 level.

TEACHER of MATHEMATICS. Good facilities. Applications to the Headmaster with curriculum vitae and naming two referees.

SHEPWAY DIVISION

SOUTHLAND'S SCHOOL
New Romney
(Founded 1610)
Southland's School is a developing 11-18 Comprehensive with about 1,000 boys who are taking the Oxford Examination in Romney Marsh. New Romney is a pleasant seaside town close by National Parks. There are extensive new buildings. Teaching is in spacious blocks, school is set in ample playing fields.

A TEACHER is required for Rowing to work with all age and ability but a special interest in the sport of the Director of Studies is helpful. The Department uses traditional and modern approaches.

Apply by letter to the Headmaster, giving details of qualifications, experience and interests, together with the names of two referees.

WYNGATE SCHOOL
Park Farm Road, Folkestone
(11 to 16 years)
Educational Specialist modern. Headmaster: J. D. Littlefield.

Required for September Term, 1977, the teaching of MATHEMATICS to 13-16 (2 periods) in the Upper School (see also Kent Secondary Modern Mathematics and Trad.).

Application forms from the Headmaster at the School.

KENT
MATHEMATICS SPECIALIST
"O" and "A" level.
September, 1977. Salary Burnham Scale.

Applications forms from the Headmistress, Mrs. Ann Bennett, Stevenal Road, Folkestone, Kent.

LINCOLNSHIRE
ASSISTANT TEACHER
LINCOLN, YARBOROUGH HIGH SCHOOL

Burnham Scale 1, £2,860 to £4,086 (Number on roll: 1,120).

Applications are invited from suitably qualified TEACHERS for a post in the MATHEMATICS DEPARTMENT vacant in September, 1977. Teaching experience in Mathematics, Additional MATHEMATICS, STATISTICS and COMPUTER SCIENCE is desirable. "O" and "A" levels.

Application forms and further particulars may be obtained on receipt of stamped addressed envelope from the Headmaster of the school, Hagdyke Walk, Lincoln.

Completed forms should be returned to him by 8 April, 1977.

LINCOLNSHIRE
SOUTH HYKEHAM, THE ROBERT ROLLESTON SCHOOL
Burnham Scale 1, £2,267 to £3,160
(Number on roll: 1,125)

Required from 6 May (if possible) or September 1977 at this 1,250 Mixed 11-18 years comprehensive School (Sixth Form 200 plus), approximately one male graduate with Geography A-level, A-GRADE-ATE MATHEMATICS SPECIALIST who can teach Mathematics to all abilities and at all levels in children up to "A" level.

Further details and application forms, obtainable from and immediate to the Headmaster, The Robert Rolleston School, Lincoln Hykeham, Lincoln, on receipt of stamped addressed envelope (including date).

April 1977.

LIVERPOOL
GARTHDALE HIGH
LEODAM HOUSE
Ronald Lane, Liverpool L13 1QT

Required for Summer Term: ASSISTANT in MATHEMATICS. Scale 2.

Terms and further details obtainable from stamped addressed envelope addressed to the Headmaster at the School. Quote reference P.T.S.7.8.

LONDON
HACKNEY CHEF AND PATISSERIE SECONDARY SCHOOL
Portugal Road off Lordship Lane, London, N.22
(Form 3 of School Voluntary Aided Comprehensive Secondary School. Number on roll—750)

TEACHER IN MATHEMATICS required as soon as possible. Applicants throughout the School Age range are eligible and willingness to teach some subjects to help in other departments is an added advantage.

Forms of application and full details obtainable from the Headmaster.

LONDON
HAMPSTEAD SCHOOL
Aldenham Road, London E.2. 981-7981
(Voluntary Aided Grammar School, 11-18 years)

Required from 1st September, 1977, GRADUATE MATHEMATICIAN to teach the subject at all levels in the school. Burnham Scale 1 plus full London Allowance.

The Secretary of State has instituted the Governors' proposal for the school to become a mixed intake in Barnsley (Hall) and Wharncliffe (Upper) which will be live. The school will be a mixed Barnsley in September this year with the first intake only into the London school will finally close in July, 1981.

Voluntary Aided status will be retained.

The successful applicant will be based full-time in London for the first year but may be required to teach part of the time in Oakham thereafter.

Apply to the Headmaster at this school, giving full details and the names of two referees.

LONDON
SACRED HEART HIGH SCHOOL
Hammersmith Road, W.6.
(Roman Catholic girls secondary school, Voluntary Aided)
Required for September a TEACHER of MATHEMATICS (Scale 1).

This School will be taking its first comprehensive intake in September. Applicants for a permanent post should be able to teach up to advanced ability. Preference will be given to those who can help with the Mathematics teaching through the school.

Apply in the first instance to the Headmaster with the names of two referees.

LONDON, N.W.11
KING ALFRED SCHOOL
North End Road, Golders Green
Mixed Comprehensive. Independent

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM MIXED HIGH SCHOOL
Bushey Road, SW20 8NY. Solnd. Headmaster: Mr. G. W. Solnd.

11-18 comprehensive (Sixth Form Entry). Roll 1,100.
Telephone number: 01-542 4638
Required in April or September, 1977:

A TEACHER of MATHEMATICS, Scale 1 (Sixth Form), but a Scale 2 would be available for a suitably qualified and experienced teacher especially one ready to show an interest in computer studies to the less well motivated pupils.

London Allowance £403. Local expenses up to £500 and assistance towards removal expenses will be considered where appropriate.

Application forms and further details available from the Secretary to the School, stamped addressed envelope, to whom the forms should be returned by 30th March, 1977.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RUTLISH SCHOOL
Watery Lane, Merton, SW20 9AD
(Headmaster: Mr. R. F. Harris, B.A.)
Required, September, 1977, for this 1,500 place school for boys, 11 to 18, situated on the London/Surrey boundary, a TEACHER of MATHEMATICS to teach in Sixth Form, up to and including "A" level, and to help in mathematics teaching in the school at "O" level.

London Allowance £102. Local expenses up to £500 and assistance towards removal expenses will be considered where appropriate.

Application forms available from the Headmaster, stamped addressed envelope, to whom the forms should be returned by 31 March, 1977.

NEWCASTLE UPON TYNE
City of
EDUCATION COMMITTEE
SCHOOL OF ART
MATHEMATICS AND SCIENCE
TEACHER
Required for September, 1977:—
Mathematics and Science Teacher for Apprentices to the Scale 2 Scale for Mathematics and Science Teacher in this county college. Please state other subjects offered.

Please state other subjects offered. The ability to coach swimming would be an advantage.

Application forms obtainable from the Director of Education, Education Centre, Town Moor, Newcastle upon Tyne NE1 4BQ, to be returned to the Principal, Rutland Road, Newcastle upon Tyne NE1 4JB, quoting 14 days at an appropriate of this advertisement.

NORTHAMPTONSHIRE
RUSHDEN BOYS SCHOOL
Hayfield Road, Rushden,
Northants NN10 9QG
Required from April 1977, one TEACHER of MATHEMATICS, Scale 1, in this academy 11 to 18 Comprehensive School.

Application forms and further details of qualifications and experience (stamped addressed envelope) to the Headmaster.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
WESTFIELD LANE
Mansfield, Nottinghamshire
(Number on roll: 1,125)

Required for September, 1977, a suitably qualified TEACHER of MATHEMATICS to teach throughout the school to all ability levels. Mathematics is taught in mixed ability classes in the first year, and in ability groups in the second year. Preference will be given to a graduate with the Mathematics teaching in mind.

Apply in the first instance to the Headmaster with the names of two referees.

SHEFFIELD
EDUCATION COMMITTEE
WESTFIELD LANE, SHEFFIELD 5
Manchester, Sheffield S10 5AG
(ages 11 to 18 mixed comprehensive)
Required for April or September, 1977, a TEACHER of MATHEMATICS for work throughout the school to all ability levels.

Applicants should be able to teach up to advanced ability levels and be able to contribute to the life of a large boarding department in this 1,100 mixed comprehensive High School. Applicants should be graduates with a good honours degree in this subject.

A Post Holt available. Applications for letters of application, with details of the referees, to be sent as soon as possible.

SHEFFIELD
EDUCATION COMMITTEE
SHIRLEY AREA
PADSTOW HIGH SCHOOL
Padstow Road, Sheffield 5
(Mixed 11-18 Comprehensive)
Required for September, 1977, a TEACHER of MATHEMATICS, Scale 1, to teach up to Advanced level. Ability to help with other subjects.

Details and forms from Headmaster, stamped addressed envelope.

SOUTH YORKSHIRE
(Metropolitan County)
EDUCATION COMMITTEE
ROTHERHAM
(Metropolitan Borough of)
ROTHERHAM COMPREHENSIVE SCHOOL
WALES COMPREHENSIVE SCHOOL
Aldwarke Road, Wales, Rotherham
TEACHER required for September, 1977, for Mathematics to Sixth Form Scale 1.

Candidates must have an interest in extra-curricular activities. The post is for one year in the first instance with the development of Sixth Form and Sixth Form Studies. Ref. 1977 subject to approval from the D.E.S.

Applications to be returned as soon as possible.

Application forms available from the Head Teacher, stamped addressed envelope.

SOUTH YORKSHIRE
(Metropolitan County)
EDUCATION COMMITTEE
ROTHERHAM
(Metropolitan Borough of)
ROTHERHAM COMPREHENSIVE SCHOOL
WALES COMPREHENSIVE SCHOOL
Aldwarke Road, Wales, Rotherham
TEACHER required for September, 1977, for Mathematics to Sixth Form Scale 1.

Candidates must have an interest in extra-curricular activities. The post is for one year in the first instance with the development of Sixth Form and Sixth Form Studies. Ref. 1977 subject to approval from the D.E.S.

Applications to be returned as soon as possible.

Application forms available from the Head Teacher, stamped addressed envelope.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
COPPID HALL SCHOOL
Coppid Hall, Northfield Avenue, Walthamstow, E.17
Telephone: 01-527 3141
Required for September, 1977, a TEACHER of MATHEMATICS, Scale 1, to teach up to Advanced level. Ability to help with other subjects.

Forms of application and full details obtainable from the Headmaster.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
SOUTH AREA
PADSTOW HIGH SCHOOL
Padstow Road, Northfield Avenue, Walthamstow, E.17
Telephone: 01-527 3141
Required for September, 1977, a TEACHER of MATHEMATICS, Scale 1, to teach up to Advanced level. Ability to help with other subjects.

Forms of application and full details obtainable from the Head Teacher.

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Trowbridge
(Mixed 1,250. Grammar Stream Comprehensive)
Required for September, suitably qualified TEACHER of MATHEMATICS. Scale 1, with special ability and interest in teaching those who have difficulty with the subject.

Application forms and full details available from the Headmaster.

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Trowbridge
(Mixed 1,250. Grammar Stream Comprehensive)
Required for September, suitably qualified TEACHER of MATHEMATICS. Scale 1, with special ability and interest in teaching those who have difficulty with the subject.

Application forms and full details available from the Headmaster.

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
THE EDGE COURT, LAMPLOH ROAD, HEYSON SCHOOL
Hayes, Swindon, Wiltshire
(Mixed 11-18 Comprehensive)
Required for September, suitably qualified TEACHER of MATHEMATICS. Scale 1, with special ability and interest in teaching those who have difficulty with the subject.

Application forms and full details available from the Headmaster.

Modern Languages
Heads of Department

CHANNEL ISLES
STATES OF JERSEY
EDUCATION COMMITTEE
LES ORMERIAUX SCHOOL AND COMMUNITY CENTRE
Principal: L. Trenter

HEAD OF MODERN LANGUAGES
Scale 3

Required for September, 1977, a Head of Modern Languages who must be a graduate with Oxford and Cambridge Spoken Language Diploma and experience in teaching up to Advanced level. Ability to teach Mathematics to Ordinary level.

Applicants invited from first appointment teachers.

Application forms obtainable on receipt of stamped addressed envelope from the Head Teacher.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
SOUTH AREA
PADSTOW HIGH SCHOOL
Padstow Road, Northfield Avenue, Walthamstow, E.17
Telephone: 01-527 3141
Required for September, 1977, a TEACHER of MATHEMATICS, Scale 1, to teach up to Advanced level. Ability to help with other subjects.

Forms of application and full details obtainable from the Head Teacher.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest.

Required for September, 1977:
HIGH ROAD SCHOOL
Wellington Avenue, London E.17 GHT
(Mixed 11-18 Comprehensive)
Applications invited from Teachers of Mathematics Scale 1 for large boarding department in this 1,100 mixed comprehensive High School. Applicants invited from First Appointment Teachers.

Application forms obtainable from the Headmaster, stamped addressed envelope.

WEST SUSSEX
SOUTHERN AREA
PARKLANDS HIGH School,
Bognor Road, Chichester.
Middle Form Boys Northbrook Comprehensive School.

Required for September, 1977, TEACHER of MATHEMATICS, Scale 1, to teach up to Advanced level. Ability to help with other subjects.

Details and forms from Headmaster, stamped addressed envelope.

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
LAVINGTON SCHOOL
Lavington, Devizes, Wiltshire
(Mixed 1,000 on roll)
Tel.: Market Lavington 217

Required for September, 1977, suitably qualified TEACHER of MATHEMATICS, Scale 1, to teach up to Advanced level. Ability to help with other subjects.

Candidates must have an interest in extra-curricular activities. The post is for one year in the first instance with the development of Sixth Form and Sixth Form Studies. Ref. 1977 subject to approval from the D.E.S.

Applications to be returned as soon as possible.

Application forms available from the Head Teacher, stamped addressed envelope.

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
LAVINGTON SCHOOL
Lavington, Devizes, Wiltshire
(Mixed 1,000 on roll)
Tel.: Market Lavington 217

Required for September, 1977, suitably qualified TEACHER of MATHEMATICS, Scale 1, to teach up to Advanced level. Ability to help with other subjects.

Forms of application and full details obtainable from the Head Teacher.

HILLINGDON
(London Borough of)
EDUCATION COMMITTEE
HAYES MANOR SCHOOL
Wood End Green Road, Hayes, Middlesex UB3 2SL
(Number on roll 711—12 in Sixth Form)

Head Teacher: B. Jolliffe, B.A.
Required for September, 1977, HEAD of MODERN LANGUAGES, Scale 2a. Vacancy due to promotion of present incumbent.

Main language French, with German and one Russian subsidiaries.

There is a well outlined language suite with good laboratories and audio-visual courses.

Hayes Manor is a 11-18 comprehensive school, with a sixth form and a three-form entry mixed ability intake.

Applications will be welcome from all suitable qualified candidates, but experience of teaching the full range of abilities would be an advantage.

Further details of the post and application forms available from the Headmaster, stamped addressed envelope, please.

London Allowance payable.

Secretary for pre-end general expenses and some assistance with accommodation in appropriate cases.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
HOUNSLOW MANOR SCHOOL
The Edge Centre, Lampton Road, Hounslow, Middlesex
(Mixed 11-18 Comprehensive)
Headmaster: Mr. C. Shelton, BA
Deputy Headmaster: Mr. C. Shelton, BA
Headmistress: Mrs. J. Lamontmorier School, Roll 1,1
(Mixed 11-18 Comprehensive)
HEAD of MODERN LANGUAGES, Scale 2 to 4 (Ref. 1977).

Applicants for this post should be well-qualified GRADUATES, preferably with experience of the examination in the Sixth Form.

Applicants should be well-qualified GRADUATES, preferably with experience of the examination in the Sixth Form.

The Education Committee has adopted a policy of promotion from experienced teachers to Assistant Teacher, Scale 1, with minimum of supervision experience.

KIRKLEES
Metropolitan Council
SALTAIRE HIGH SCHOOL
Saltaire Road, Hightcliffe
HD2 2JF
Voluntary Aided
(1,500 pupils 11-18 years)
Required for September, 1977, HEAD of GERMAN, Scale 2. The successful candidate will be 30 years of age or less, but will be expected to have a good knowledge of German and English, and to have a good degree in German. Ability to teach other subjects, preferably French, would be an advantage.

Applications invited from suitably qualified candidates.

Application forms available from the Headmaster, stamped addressed envelope.

LANCASHIRE
(Metropolitan County)
EDUCATION COMMITTEE
ST. BRIDGET'S R.C. HIGH SCHOOL
Wilbraham Road, Fallowfield, Manchester 14
Required for September 1977, a TEACHER of MATHEMATICS. Ability to teach Mathematics to Advanced level. Ability to help with other subjects.

Forms of application and further details from the Headmistress.

LINCOLNSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
WILLINGHAM COMPREHENSIVE SCHOOL
Hemlock Scale 1, £2,860 to £3,216
(Number on roll: 1,125)

Applications are invited from suitably qualified candidates for the post of TEACHER of MATHEMATICS in this comprehensive High School (11-18 years) with a Sixth Form of 200 limits. The school is well equipped and is already offering French and Spanish.

Applications invited from suitably qualified candidates.

Further details and application forms available from the Headmaster, stamped addressed envelope.

LIVERPOOL
ALLERTON CONVENT GRAMMAR SCHOOL
Allerton Road, Liverpool
L18 3SD
Required for September 1977, well qualified TEACHER of MATHEMATICS to teach up to Advanced level. Teaching of French to Advanced level would be an advantage.

Further details and application forms available from the Headmistress.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified candidates for the post of
MANSFIELD HILL COMPREHENSIVE
Mansfield, Nottinghamshire
(Mixed 11-18 Comprehensive)
Required for September, 1977, TEACHER of MATHEMATICS, Scale 1, to teach up to Advanced level.

Applicants should be able to teach Mathematics to all levels in the school.

Applicants should be able to teach Mathematics to all levels in the school.

Application forms and further details available from the Headmaster, stamped addressed envelope.

SHEFFIELD
EDUCATION COMMITTEE
MONTHILL LANE
Montcroft, Sheffield S12 1HY
(Required for September, 1977, Scale 1 plus £1,176 Responsibility Allowance)

Required for September, 1977, TEACHER of MATHEMATICS to teach throughout the age and ability range in this 1,100 Mixed Comprehensive High School. 1976 to 5th Year. Preference will be given to a Head of Mathematics.

Applications invited from first appointment teachers.

Application forms obtainable on receipt of stamped addressed envelope from the Head Teacher.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of Central London and bordered by Epping Forest.

Required for September, 1977, in 14 to 18 mixed comprehensive school in Leyton, London addition to salary payable.

Chingford Road, London E17 5QD
Head Teacher: Mr. J. Mcgoldrick, B.Sc., M.Phil.
Required for September 1977 a

DUSTON UPPER SCHOOL

(Berrywood Road, Northampton, NN5 8XA)

The following staff are required for September 1977, all on Scale 1. The school is a mixed 13-18 Comprehensive with some 1,080 pupils, including a Sixth Form of 135 pupils.

Humanities
A teacher of
RELIGIOUS EDUCATION
able to offer History or Geography in addition.

Science
A graduate
PHYSICS teacher
whose time will be divided (at least for the first year) between Science and Mathematics.

Mathematics
A full-time
Mathematics teacher (SMP)
'A' level teaching will be available, and an interest in computer programming in BASIC would be welcomed.

English
A graduate in
English
to teach across the whole range, including the opportunity of some 'A' level work.

Application forms and further details from the Headmaster (s.a.e.).

Northamptonshire
Education Department

City of Manchester Education Committee

Unless otherwise stated all posts are available from April, 1977, and application forms, together with further particulars, are available from the Head of the School to whom they should be returned.

HEADSHIP

BURNAGE HIGH SCHOOL FOR BOYS
Burnage Lane, Manchester M19 1EU
GROUP 12
Applications are invited for the post of HEAD of this 10-form-entry boys' comprehensive school vacant from September 1, 1977, upon the retirement of the present holder.
Salary £8,486 to £9,051.
The school, in the south-east of the city, opened in 1967 following the reorganisation of secondary schools in Manchester on comprehensive lines. There are 1,602 pupils on roll with 146 in the sixth form.
Application forms and further particulars are available from the Chief Education Officer (S2/JFC), Education Offices, Crown Square, Manchester M60 3BB and should be returned by 8th April, 1977.

SCALE 3

NICHOLLS ARDWICK HIGH SCHOOL
Hyde Road, Manchester, 12
(870 mixed)
Required for September, Head of Religious Education Department, to be responsible for the subject throughout the school up to and including external examination level. Application forms should be returned by March 20, 1977.

SCALE 2

ST FRANCIS' RC SECONDARY SCHOOL
Aldergrove Place, Gorton, Manchester M12 5LZ
Required for Easter for one term only:—
Temporary teacher of SCIENCE, ability to teach English as a subsidiary subject would be an advantage.
Scale 2 post available for suitably qualified and experienced applicant.

FALLOWFIELD CHURCH HIGH SCHOOL FOR GIRLS
Francis Road, Withington, Manchester M20 9XP
Required from September, 1977 — Following the retirement of the present holder of the post, a teacher well qualified in NEEDLEWORK and HOME ECONOMICS, to be second in a lively department. This could be a Scale 2 post according to experience and qualifications.

SCALE 1

BIRLEY HIGH SCHOOL
Chichester Road, Hulme, Manchester M15 5FU
Required from the beginning of the Summer Term, 1977:—
Temporary teacher of FRENCH. The appointment would be for the Summer Term only in the first instance. French is taught up to "A" level standard and the person appointed would be asked to teach classes from the first to fifth years. Further particulars of the post and application forms may be obtained from the Registrar of the School. Closing date Friday, April 1.

ST. MARK'S R.C. SECONDARY SCHOOL
School Lane, Didsbury, Manchester, M20 0JP
Teacher of Maths.
Teacher for the Remedial Department.
Both these posts are temporary appointments for one term only. A willingness to assist with girls' games would be an advantage. Application forms should be returned as soon as possible.

DEPUTY HEAD

EWING SCHOOL FOR LANGUAGE DISORDERED CHILDREN
Central Road, West Didsbury, Manchester M20 8Z8
Tel.: 061-445 0745/494 4811
Required from September, 1977. A qualification and some years of experience in Special education essential. Candidates will also be expected to have a particular interest in developmental language difficulties.
Many shared responsibilities with the Head including organisation of residential duties over a five-day boarding period. Residence at the Deputy Head's house essential.
A full job description, including teaching responsibilities at this fairly unique open plan school, available on request. Informal visits can be arranged by appointment.

SPECIAL SCHOOLS SCALE 1

EWING SCHOOL FOR LANGUAGE DISORDERED CHILDREN
Central Road, West Didsbury, Manchester M20 8Z8
Tel.: 061-445-0745/494-4811
Part-time qualified Art teacher for the Upper group (11-16 years). One of a team with opportunity for developing certain aspects of fine art and design, with small groups of handicapped children. Experience in special education not essential. Informal visits can be arranged by appointment—enquiries welcome.

BUGLAWTON HALL RESIDENTIAL SCHOOL
Buxton Road, Congleton, Cheshire
Teacher required in this Boarding School for Maladjusted boys, from Easter, 1977. The post is non-residential, but the appointed teacher will be expected to undertake 15 hours per week extraneous duties (allowance £840 per annum). An interest in craft work would be an advantage.
Telephone 026-02-4492.

Assistance with removal expenses given in approved cases for permanent full-time appointments.

SECONDARY
Modern Languages continued

SUTTON
(London Borough of)
[illegible] HIGH SCHOOL.
Headmaster, Mr. H. B. Wheelock B.Sc., M.A., F.I.Biol.
Required for September, well-qualified and enthusiastic TEACHER of FRENCH and SPANISH.
Willingness to help with foreign visits and exchanges an advantage. Eleven to 18 Comprehensive, mixed, 1,130 on roll, 150 in Sixth.
Apply immediately to Head giving curriculum vitae and names and addresses of two referees.
London £207.

SUTTON
(London Borough of)
THE JOHN FISHER SCHOOL (R.C. VOLUNTARY AIDED)
Peaks Hill, Purley, Surrey CR2 3YD
Required September, 1977
MODERN LANGUAGES DEPARTMENT. A GRADUATE to teach FRENCH and GERMAN up to "A" level. The post would be suitable for someone just finishing a postgraduate certificate. Scale 1. An ability to share in teaching of Religious Education, or to help with Games would be an advantage.
Applications to the Head Teacher with curriculum vitae and names and addresses of two referees.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
ASHTON-ON-MERSEY SECONDARY SCHOOL FOR BOYS
(480 boys)
Cecil Avenue, Sale Cheshire, M33 5BP
Tel: 061-973 1179
FRENCH with ENGLISH SCALE 1
Required for September, 1977.
FRENCH of the moment to 1.5 T. level but opportunity for enthusiastic Teacher to provide "O" level course. ENGLISH to "O" level. (Approximately 60/40).
Application forms available from the Headmaster, should be returned by 15 April, 1977.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for September, 1977:
GEORGE MITCHELL BOYS' HIGH SCHOOL
Farmer Road, London E10 5DN
Head Teacher: Mr. D. A. [illegible]
MODERN LANGUAGE TEACHER. To teach French, German and English in this Boys' Comprehensive High School (500 on roll 11-14 years). Applications invited from First Appointment teachers.
Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON School, Littlehampton
Mixed 11 to 18 Comprehensive
2,000 on roll
For September, TEACHER of FRENCH. Opportunities at all ages and ability levels. French is taught to all pupils in first two years and there are well-established courses to C.S.E., "O" and "A" levels.
Details and form from Headmaster (of school).

WEST SUSSEX
WESTERN AREA
HERBERT SHINER SCHOOL
Petworth, Sussex [illegible]
(11-15 years, Intermediate, 365 pupils)
For September, TEACHER to take charge of FRENCH. Scale 1. Well established courses and language laboratory.
Details and form from Head of the School on receipt of stamped addressed envelope.

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
HIGH SCHOOL [illegible]
Akers Way, Swindon
Head Teacher, Dr. O. H. Blackwell, M.A.
(Group 12: number on roll 900)
Qualified TEACHER, Scale 1, required as soon as possible in a temporary capacity to 31st August, 1977, to teach FRENCH to "O" level standard in this 11-18 years comprehensive school.
Letter of application as soon as possible to Head Teacher.

WIRRAL
(Metropolitan Borough of)
PENSBY SECONDARY SCHOOL FOR BOYS
Irby Road, Heswall, Wirral L61 6XN
(Boys—670 on roll)
For September, 1977:
TEACHER for either ENGLISH/FRENCH or ENGLISH. In both cases the teacher will be required to teach up to "O" level standard.
Apply by letter to the Headmaster, with brief career details and names and addresses of two referees, by Friday, 25th March, 1977.

Music

Heads of Department

BEXLEY
(London Borough)
RIVERSIDE SCHOOL
Mixed. Roll 701
HEAD OF DEPARTMENT of EXPRESSIVE ARTS.
Applications are invited from suitably qualified TEACHERS of DRAMA and MUSIC. The person appointed would be experienced in at least one discipline and would be responsible for both aspects
L.A.A. £207. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms from Chief Education Officer for Schools (T.71), Town Hall, Crayford, Kent.

CAMBRIDGESHIRE
CAMBRIDGE AREA
COMBERTON VILLAGE COLLEGE
11 to 16 Comprehensive 880 on roll.
HEAD of MUSIC (Scale 3—for a suitably experienced person) required for September, 1977 in this lively and expanding Village College. Music is taught to "O" level and is a major feature of College life.
Further details may be obtained from the Warden (stamped addressed envelope please), to whom applications giving full curriculum vitae and names of two referees should be returned by April 4.

DERBYSHIRE
COUNTY COUNCIL
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Ashbourne
(1,170 mixed)
Required for September, 1977, HEAD of MUSIC Department, Scale 3. The school has been a seven-form entry comprehensive school since September, 1975, operating on split sites.
Further particulars and application forms may be obtained from the Headmaster on the receipt of a stamped addressed envelope.
Closing date, two weeks after the appearance of this advertisement.

ESSEX
WILSON MARRIAGE COMPREHENSIVE SCHOOL
Barrack Street, Colchester
(Roll: 800 Mixed)
Tel: Colchester [illegible]
HEAD OF MUSIC
Scale 3. Required for September, experienced enthusiast to extend and develop the range of musical activities in this 6 form entry mixed comprehensive.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
UPBURY MANOR SECONDARY SCHOOL
Roll 1,700
HEAD OF MUSIC, SCALE 3
Required for April or September a suitably experienced TEACHER to be HEAD of MUSIC in 12-form entry school. G.S.E. courses established. Opportunity for departmental development.
Further details and application forms from the Headmaster, Marlborough Road, Gillingham, Kent. Tel. Medway 52341.

LIVERPOOL
ST. MARGARET'S C.E. HIGH SCHOOL
Aigburth Road
L17 6AB
Required for September, 1977, in this voluntary aided school of 870 boys with 110 in the Sixth Form: DIRECTOR of MUSIC, Scale 3, to teach to "A" level and to co-ordinate the copious extra-curricular chapel and instrumental work.
Applications with full details to the Headmaster.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
TOP VALLEY COMPREHENSIVE SCHOOL
Top Valley Drive, Bestwood Road, Nottingham NG5 9AZ
Headmaster, H. [illegible] Cooper B.A., F.I.L.
(Mixed: 1,320 11 to 16)
For September, a MUSICIAN as DIRECTOR of MUSIC: DRAMA (Scale 3) to run music department, promote musical activities and encourage music drama links.
Further particulars available before application.
Applications (no forms) to the Headmaster, with names and two referees as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
COTTESMORE COMPREHENSIVE SCHOOL
Lenton Boulevard, Nottingham NG7 2BY
Headmaster: S. H. Heathcote, M.A.
(Mixed: 970, 11 to 16)
For September, HEAD of MUSIC (Scale 3) to organise subject throughout school. To foster the growth of work with brass instruments, steel band and choral singing. S.P.A. payable.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

SHREWSBURY
SHREWSBURY HIGH SCHOOL
Girls' Public Day School Trust
Direct Grant becoming Independent
Required for September, 1977, well qualified TEACHER to take CHARGE of the MUSIC DEPARTMENT and teach the subject to Ordinary and Advanced Level. The school has several choirs and an orchestra and the successful applicant will also be required to supervise the teaching of a large number of girls learning to play various instruments. Burnham Scale and Government Superannuation.
Please apply by letter immediately to the Headmistress enclosing curriculum vitae and names and addresses of two referees.

SHROPSHIRE
EDUCATION COMMITTEE
PRIORY SCHOOL
(Grammar, 680 boys)
Shrewsbury SY1 1RX
Required September, DIRECTOR of MUSIC (Scale 2) to teach throughout school, including "O" and "A" level.
There is a strong choral tradition and instrumental music, taught by peripatetics, is increasing.
Apply direct to Headmaster.

SOUTH HUMBERSIDE
ST. JAMES' SCHOOL
Grimsby
The Choir School of Great Grimsby Parish Church
Required for September:
DIRECTOR OF MUSIC: to be responsible for music throughout the Senior School and if possible to assist the Organist and Master of Choristers at the Parish Church. Burnham Salary. Scale according to qualifications and experience.
For full details write to the Headmaster of the School, 24 Bargate, Grimsby, DN34 4SY.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
SECONDARY SCHOOLS
EDWARD ORME SCHOOL
Gallowstree Lane, Newcastle, Staffs.
Number on roll—800
Age range 11 to 18 years
Group 10
HEAD of MUSIC (Scale 3) to supervise the teaching of this subject in this mixed comprehensive school.
Applicants should be able to offer choral work and orchestral and Brass Band.
Applications are invited for the above appointment which is vacant from September, 1977. Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school.
Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before April 1, 1977.

Other Posts on Scale 2 and above

BRADFORD
SAINT JOSEPH'S COLLEGE
(Direct Grant Grammar School, 1,000 girls, Sixth Form 300)
Required as soon as possible:
ASSISTANT to the DIRECTOR of MUSIC at Saint Joseph's College.
Instrumentalist teacher preferred.
Application forms available from the Headmistress, Saint Joseph's College, Bradford BD5 7AP.

EAST SUSSEX
HOVE AREA
PORTSLADE COMMUNITY COLLEGE
(Comprehensive Mixed 11 to 18. Number on roll 1,400, Sixth Form 120)
Required for September, TEACHER of MUSIC (Scale 2). A pianist with special interest in choral music particularly welcome.
Application by letter (no forms), including curriculum vitae and names of two referees, to: The Principal, Portslade Community College, Chalky Road, Portslade BN4 2WS.
Closing date 29th March.

HAMPSHIRE
ST. LUKE'S C. of E. (AIDED) COMPREHENSIVE
Hyde Park Road, Portsmouth
PO5 4HL
11 to 16 mixed; number on roll 900.
Scale 3 MUSIC TEACHER—to co-ordinate a team of Religious Education, Music and Drama Teachers.
Stamped addressed envelope to Head Teacher for details.

HARINGEY
(London Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, N22
8 form entry Comprehensive Mixed School on two sites.
Post-war buildings.
Required from Summer Term.
TEACHER of MUSIC: to teach whole age and ability range up to and including "O" Level and C.S.E. Good pianist essential. Well equipped active department. Large choirs and orchestra. Out of school activities are an integral part of the curriculum.
Scale 2 for suitably qualified and experienced teacher.
Removal expenses, 100 per cent allowed. London Allowance (£402) payable. Forms of application (stamped addressed envelope) available from undersigned to be returned to Head of School as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

LEICESTERSHIRE
PERIPATETIC VIOLIN TEACHER
As soon as possible, PERIPATETIC VIOLIN TEACHER (Burnham Scale 2). Applicants must be car owners. Travelling allowance paid.
Details on request.
Apply immediately (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 28th March, 1977.

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
LLANIDLOES HIGH SCHOOL
Llanidloes, Powys
Tel [illegible]
Required for 1st September, 1977, TEACHER for MUSIC throughout the school, including all C.S.E. and G.C.E. "O" and "A" level work. Willingness to help with school and Urdd Eisteddfodau and with school musical productions an advantage.
The person appointed would have the support of energetic peripatetic staff to assist with instrumental tuition. Scale 2 post (Ref 25/N.77).
Application forms and further particulars obtainable from the Headmaster (stamped addressed envelope please) to whom completed forms should be returned by 11th April, 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

STAFFORDSHIRE
EDUCATION COMMITTEE
FULL-TIME PERIPATETIC INSTRUMENT TEACHERS
(1) Two VIOLIN TEACHERS.
(2) One CELLO TEACHER.
(3) One PERCUSSION TEACHER experienced in orchestral percussion techniques but who could also help with classroom percussion work in schools (re-advertisement).
Salary: Burnham Scale 2.
Experienced performers who are not qualified teachers but who have suitable experience and background will also be considered.
In this case, salary will be on £3,056 per annum according to experience.
Performing forms an integral part of the teacher's timetable.
Application forms and further particulars obtainable from the Chief Education Officer, Music Department, Stafford Street, Stafford, where completed forms should be returned by Monday, 4th April, 1977.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
THORNHILL SCHOOL
(Group 12)
Thornholme Road, Sunderland, Tyne and Wear SR2 7NA
Required for September, 1977, or earlier if possible.
TEACHER of MUSIC (Scale 2) to assist with work up to "A" level and to act as second in charge of department.
Application forms, obtainable from the Headteacher on receipt of a stamped addressed foolscap envelope to be returned by 1st April, 1977.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
L. A. Bloom, Chief Executive.

Scale 1 Posts

BRADFORD
SAINT JOSEPH'S COLLEGE
(Direct Grant Grammar School, 1,000 girls, Sixth Form 300)
Required as soon as possible:
ASSISTANT to the DIRECTOR of MUSIC at Saint Joseph's College.
Instrumentalist teacher preferred.
Application forms available from the Headmistress, Saint Joseph's College, Bradford BD5 7AP.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS
Bridgewater Hall
FACULTY OF MUSIC
Required for September, 1977, lively MUSICIAN with clear aims in class music and interdisciplinary approaches. There are opportunities for music making of all kinds, from formal to folk music. Choirs, orchestras and bands are already developing in the school and there are additional opportunities by teaching in the Campus Adult Learning Music School.
The Stantonbury Campus is the first of a number of large comprehensive school campuses to be developed within the new city of Milton Keynes. Ultimately it will provide secondary education for 3,500 students in the age range 12 to 18, distributed through four schools of 1,600 students each. All the schools will share the facilities of an extensive Central Resource Area on the site in addition to their own provision. As a result of close cooperation with local authorities, a Large Leisure Centre, Theatre, Music Centre, Health Centre, Ecumenical Centre, Community College, Youth Centre, shopping and recreational facilities are all an integral part of the campus for shared use with the surrounding community.
The first of these comprehensive schools, Bridgewater Hall, opened in September, 1974, with 300 students (now 1,000) and its first members have just gained their "A" "O" and C.S.E. successes and University places. Very wide career opportunities for teaching staff will develop as the Campus grows.
Help with housing may be available.
Removal expenses payable in approved cases. Application as soon as possible to Geoffrey Cooksey, M.A., Director, Stantonbury Campus, Stantonbury, Milton Keynes MK14 6BN. Tel.: Milton Keynes (0908) 314455.
Full information will be sent immediately.

DERBYSHIRE
SPONDON SCHOOL
Mixed Comprehensive
1,900 pupils (300 in Sixth Form)
Required for September, 1977, TEACHER of MUSIC (Scale 1).
Apply by letter, giving details of qualifications, experience (if any) and the names and addresses of two referees, to the Headmaster, Spondon School, West Road, Spondon, Derby DE2 7BT, from whom further details may be obtained (stamped addressed envelope please).

DEVON
PLYMOUTH HIGH SCHOOL FOR GIRLS
St. Lawrence Road, Plymouth
Required for September, 1977, a well qualified MUSICIAN to take responsibility for MUSIC throughout the school up to "O" level. Timetable 2½ days per week.
The school has a strong tradition of extra-curricular Music activities including choir and orchestra.
Scale 1
Application forms (stamped addressed envelope) from Headmistress returnable to her within 10 days.

ESSEX
THE PARK SCHOOL
MUSIC
(For details of school and post see separate "Essex" block advert under DEPUTY-HEADS.)

HERTFORDSHIRE
COUNTY COUNCIL
HALORUM DIVISION
THE HALSEY SCHOOL
Lennycroft Road, Hemel Hempstead
Hemel Hempstead 56174
All-ability 700 mixed. 11 to 18 years.
TEACHER for MUSIC for September throughout the School involving orchestra, choir and examination work.
Ability to offer subsidiary subject welcomed.
Please write to Headmaster, giving particulars of career and names of two referees.

County of Cleveland

SCALE 2 POST

for fully qualified teacher (Special Instructor's Scale for other experienced musicians).

PERIPATETIC TEACHER of INSTRUMENTAL MUSIC

Required from Easter (or September), 1977, peripatetic teacher of BRASS instruments for the South Tees area of the County. A special interest in French Horn is desirable. The teacher would join an established team teaching individual pupils and small groups in schools and assist with the development of instrumental work generally. There are 27 central schools and youth orchestras and bands in Cleveland County.

Car allowance available. Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN; not later than 1st April, 1977.

SECONDARY
Music continued

NORTHAMPTONSHIRE
HENRY GOTCH SCHOOL
Beeble Road, Kettering, Northants NN15 7AA
Required for September, a TEACHER for FRENCH and MUSIC. The weekly allocation of time in both subjects would be nearly equal. Audio-visual method is used for French.
In September, 1976, the school took in 175 first fully comprehensive entry and will develop into an 11 to 18 comprehensive school.
Application forms and further details from Headmaster (stamped addressed envelope).

NORTH YORKSHIRE
(County of)
ACOMB SECONDARY MODERN SCHOOL
York
Required for September, 1977, TEACHER of MUSIC, Scale 1, at this mixed secondary modern school. This is an opportunity for an able and enthusiastic teacher to develop the place of music within the school.
Application form and further particulars are available from (stamped addressed envelope, please) the Headmaster, Acomb Secondary Modern School, Cornlands Road, Acomb, York, YO2 3DX.

SHEFFIELD
EDUCATION
CHAUCER CAMPUS
Wordsworth Avenue, Sheffield S5 8NH
(An 11 to 18 mixed comprehensive)
Required for September, 1977, a TEACHER of MUSIC, Scale 1, to help with the development of music throughout the school and to assist with Upper and Lower school instrumental groups. The successful applicant will be required to assist in the extra curricular training of instrumental groups and the direction of these groups in assemblies as well as other out of school performances. The ability to teach guitar would be an advantage as would an interest in recorder or choral work. The school is housed in two buildings on the same site, together with a separate purpose built Sixth Form Centre. An Adult Centre is located in the Upper School and forms an integral part of the Campus provision.
Forms of application may be obtained from the Head of Campus to whom they should be returned as soon as possible.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
MARSHLANDS HIGH SCHOOL
Milehouse Lane, Newcastle, Staffs.
Group 11
(Age range 11 to 18. Number on roll, 1,150 mixed)
ASSISTANT MUSIC (Scale 1) to assist with the teaching of this subject throughout the school. Interest in Instrumental Work an advantage.
Forms of application for the above appointments are obtainable on receipt of a stamped addressed envelope from the Head Teacher at the school concerned, to whom they should be returned not later than 1st April, 1977.

Pastoral

Heads of Department

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ENFIELD CHACE SCHOOL
Holly Walk, Enfield, Middlesex
Roll 1,380
Telephone: 01-363 3030
A MISTRESS for the post of YEAR HEAD, Scale 4, to join a team of six Year Heads each responsible for the pastoral care of 240 girls in each Year Group.
The subject offered is not of crucial importance. London Allowance payable £207 per annum.
Temporary housing (up to two years) 100 per cent removal expenses (£400 maximum) relocation costs and lodging allowance where appropriate.
Application forms and further details (stamped addressed envelope, foolscap) obtainable from the Headmistress to whom they should be returned by 1st April 1977.

HAMPSHIRE
SOUTH-EAST AREA
OAKLANDS SCHOOL
Stakes Hill Road, Waterlooville, Hants PO7 7BW
(Comprehensive mixed, 11 to 18, 1,000 on roll)
Required for September, 1977: HEAD of SIXTH YEAR, Scale 4.
Stamped addressed envelope to the Head for details. Closing date: 25th March, 1977.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green IG8 7DQ
Telephone: 01-504 9618
Head: Mr A. C. H. Duke, M.A.
Suitably qualified and experienced TEACHER required for September 1977 as HEAD of Lower School (Senior Teacher Scale) in this 11-18 mixed comprehensive school. The post involves the day-to-day administration and pastoral care of pupils in the First Second and Third Year. Candidates should have had substantial experience in a large secondary school and preferably be in their mid-30s. Outer London Allowance is payable.
Further details and application forms are available from the Headmaster at the School.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
TWO posts become available in September with the growth of the school to over 1,100 on roll. These are for ASSISTANT HEADS of YEAR (Scale 3). The posts involve accepting delegated responsibility from the Head of Year for specific tasks involving the social development of pupils. One post is for Year Four, the other for Year Three.
Applicants able to offer Art, English, Modern Languages, Physics, Biology, Integrated Studies or Mathematics particularly welcome.
Application form and further details available from the Headmaster (stamped addressed envelope, please).

DORSET
FERNDOWN UPPER SCHOOL
Ferndown, Wimborne, Dorset
Telephone (0202) 871211/3
Co-educational Comprehensive (13 to 18), 1,100 on roll
Required for September 1977: TEACHER to act as DEPUTY for SENIOR TUTOR Fourth Year Group (330) in providing educational guidance and to teach in one of the following areas: History, Science, Maths, Modern Languages. The present incumbent carries responsibility for girls' welfare within the year. Assistance with removal and legal expenses.
Applications by letter to the Headmaster as soon as possible, giving details of age, qualifications and experience, together with the names of two referees. Further particulars, stamped addressed envelope, please.

HAMPSHIRE
MONTGOMERY OF ALAMEIN SCHOOL
Romsey Road, Winchester
(11 to 16 Comprehensive Boys. Number on Roll: 940)
For September:
Scale Three—YEAR MASTER MODERN LANGUAGES or SCIENCE as teaching subject an advantage.
Stamped addressed envelope to Head for details.

SANDWELL
(Metropolitan Borough of)
THOMAS TELFORD HIGH SCHOOL
Hollords Lane, West Bromwich, West Midlands
Required for September, 1977:
SENIOR TUTOR—Scale 3 post.
To oversee the welfare of a year group of 180 pupils in this Comprehensive School and accept some responsibility in a subject area.
Application forms and further details available from, and returnable to the Head Teacher at the School. Closing date April 13, 1977.

SUFFOLK
COUNTY COUNCIL
STOKE HIGH SCHOOL
Maidenhall Approach, Ipswich
(11 to 16 mixed; Roll 1,100)
Headmaster Designate:
H. E. Cadwallader
Required September 1977: ASSISTANT YEAR TUTOR (Scale 3) in Lower School with first and second-year pupils. An interest in Art/Music desirable.
Forms and details obtainable from the Head (stamped addressed envelope, please). Applications to be returned to him at the Tower Ramparts School, Tower Ramparts, Ipswich, IP4 2DT.

Scale 1 Posts

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
SMITHDON HIGH (ALL ABILITY) SCHOOL
Downs Road, Hunstanton, Norfolk
760 Mixed
Required for September, 1977, SECOND TEACHER, Group 10, to be responsible for GIRLS PASTORAL CARE and DISCIPLINE. State subjects offered.
Application forms and further details may be obtained by sending a stamped addressed envelope to the Head Teacher at the school. Removal expenses are paid in accordance with the Authority's scheme.

Physical Education

Heads of Department

AVON COUNTY
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6UT
Co-educational Comprehensive of 1,400
Required in September
HEAD of GIRLS' PHYSICAL EDUCATION
(Scale 3)
An enthusiast is sought to take charge of a well established department. Extra-curricular activities flourish. Excellent facilities including a running track. Strengths in Hockey and/or Educational Dance particularly welcome.
The successful applicant will be expected to act as a tutor to a mixed ability tutor group within a well established house system.
Applications by letter enclosing curriculum vitae, the names of two referees and four 6½p stamps to the Headmaster of the school within 7 days.

ESSEX
MARK HALL COMPREHENSIVE
(Roll 1,250)
First Avenue, Harlow
Tel.: Harlow 39141
HEAD OF GIRLS' PHYSICAL EDUCATION
Required for Summer Term or September. Scale 3. To take over a well-established and active department which insists on the highest standards. Very good indoor facilities. Varied programme in and out of school to cater for all. Strong and well supported teams.
Apply direct to the Headmaster giving a brief curriculum vitae and the names of two referees.

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Elstree
HEAD of PHYSICAL EDUCATION.
See advertisement under INDEPENDENT SECTOR.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
FAIRHAM COMPREHENSIVE SCHOOL
Farnborough Road, Clifton, Nottingham, NG11 9AE
Headmaster: J. Pavey, M.Q.
Mixed: 1,600 (11-18)
For September, HEAD of PHYSICAL EDUCATION (Scale 3) to take charge of subject throughout school. Facilities include three gymnasia, playing fields and access to nearby swimming pool.
Applications (no forms) to the Headmaster, with names and addresses of two referees as soon as possible.

REDBRIDGE
(London Borough of)
LOXFORD HIGH SCHOOL
Loxford Lane, Ilford IG1 2UT
Telephone: 01-553 3424
Head: Mr. R. H. M. Markarian, E.R.D., M.A., F.R.S.A.
Suitably experienced and qualified TEACHER of PHYSICAL EDUCATION required for September 1977 as temporary Head of Department for one year during the absence of the present holder of the post on a secondment. The department is a vigorous one with six staff in well-equipped premises which include a Sports Hall and a Pool. Scale 3 or 4 will be available depending upon the experience of the applicants. Outer London Allowance is payable.
Further details and application forms are available from the Headmaster at the School.

SUFFOLK
COUNTY COUNCIL
THE DENES HIGH SCHOOL
(14 to 18)
(Number on roll, 1,311)
Headmaster: Mr. R. Barker
Required for September, HEAD of PHYSICAL EDUCATION and DIRECTOR FOR SPORTS, Scale 4 post available for suitable applicant.
The person appointed must be experienced and well qualified and capable of maintaining the high standard already achieved in this department.
Further details and application form available from Headmaster, The Denes High School, Yarmouth Road, Lowestoft (stamped addressed envelope). Completed applications to be returned to Headmaster by 5th April, 1977.

WIRRAL
(Metropolitan Borough of)
PENSBY SECONDARY SCHOOL FOR GIRLS
Irby Road, Heswall, Wirral L61 6XN
650 girls on roll
For Start of September 1977,
HEAD of PHYSICAL EDUCATION
Scale 3
A person of wide interests and enthusiasm is looked for to expand the department within this growing school. Excellent facilities, gymnasium, playing fields, dance/drama studio.
Applications direct to the Headmistress.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977:
VALLEY PARK SCHOOL
Headmaster: B. L. Lee, B.Sc., M.Ed.
HEAD of BOYS' PHYSICAL EDUCATION, Scale 3.
HEAD of GIRLS' PHYSICAL EDUCATION, Scale 3.
Valley Park is a new Group 11 comprehensive school, opening in September with a first year intake only.
Well qualified experienced TEACHERS are required to establish and develop departments with appropriate teaching programmes and out-of-school physical activities. For the first year only some "second subject" teaching will be required.
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DR, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope please).

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
STOCKWOOD HIGH SCHOOL
Calcutta Road, Luton, LU1 3NH
Headmaster, Mr. T. Tomon, B.A.
Required for September, 1977, TEACHER of GIRLS' PHYSICAL EDUCATION, Scale 2, for this 11-16 Mixed Comprehensive School. Excellent facilities including heated indoor swimming pool.
Some assistance with accommodation may be possible.
Application forms obtainable from the Headmaster (stamped addressed envelope, please).

CROYDON
(London Borough of)
TAVISTOCK HIGH SCHOOL (MIXED)
Tavistock Grove, Croydon CR0 2BH
Telephone: 01-689 1341
(Annexe 686 0166)
Head: Mr. J. G. Robertson, B.A.
Tenable: 19th April, 1977
TEACHER to take GIRLS' GAMES and PHYSICAL EDUCATION, including matches and club activities. Ability to offer some French an advantage.
Salary, Burnham Scale 2 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
ALL SAINTS' COMPREHENSIVE SCHOOL
Bradley Road, Huddersfield, HD2 2JT
Voluntary Aided, 1,350 pupils, 11-18 years
Required from 1 September, 1977, TEACHER in CHARGE of GIRLS' PHYSICAL EDUCATION. Scale 2. There are good outdoor and indoor facilities for teaching the subject in modern buildings with extensive playing fields.
Application forms available from the Headmaster (stamped addressed envelope, please) to be returned by 30 March, 1977.

SUFFOLK
COUNTY COUNCIL
NACTON HEATH HIGH SCHOOL
(Roll 1,390, 11-16)
Nacton Road, Ipswich IP3 9PZ
Headmaster, V. Brookes
Required September, 1977, Scale 3 ASSISTANT TEACHER for GIRLS' PHYSICAL EDUCATION and GAMES.
Application forms and details from the Head at the school, stamped addressed envelope, please, to be returned as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SANDY UPPER SCHOOL AND COMMUNITY COLLEGE
(Co-educational, 13 to 18 years)
Engayne Avenue, Sandy, Bedfordshire SG19 1BL
Telephone: 80308
Head: J. L. Francombe, B.A., B.Sc. (Econ.)
Required for September, 1977, specialist for GIRLS' PHYSICAL EDUCATION, Scale 1, to teach throughout the age range, with a particular interest in Dance and Netball.
Application forms (stamped addressed envelope) returnable if possible by 25th March and further details obtainable from the Headmaster of the school.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
WYCOMBE ROYAL GRAMMAR SCHOOL
Amersham Road, High Wycombe HP13 6QT
1,000 boys, 310 in Sixth Form. Headmaster, B. P. Brown, M.A.
Required for September, 1977, at this voluntary controlled school, TEACHER of PHYSICAL EDUCATION able to offer RUGBY in addition. The school has two gymnasia, an open-air heated swimming pool, extensive playing fields adjacent to the main buildings, and strong fixture lists in the main sports. Ability to coach Rugby an advantage.
Removal expenses up to £150 and housing allowances pending removal are payable in approved cases.
For further details please apply to the Headmaster, Royal Grammar School, High Wycombe HP13 6QT. (Stamped addressed envelope, please.)

CAMBRIDGESHIRE
CAMBRIDGE AREA
COMBERTON VILLAGE COLLEGE
(11 to 16 Comprehensive; 880 on roll)
TEACHER of GIRLS' PHYSICAL EDUCATION required for September 1977, Scale 1.
Further details may be obtained from the Warden (stamped addressed envelope, please), to whom applications giving full curriculum vitae and names of two referees should be returned by 4th April.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
NEWQUAY TREVIGLAS SCHOOL
Newquay, Cornwall TR7 3JA
Group 11, 11 to 18 Comprehensive (Number on roll 900)
Headmaster, H. E. Bowor, B.A.
PHYSICAL EDUCATION (Boys) Scale 1.
For September, 1977, TEACHER of PHYSICAL EDUCATION (Boys).
Applications should be made by letter (no forms) and should include curriculum vitae and names and addresses of two referees. Further details will be sent from the school upon receipt of a stamped addressed envelope.
K. Grose, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CROYDON
(London Borough of)
HALING MANOR HIGH SCHOOL
Kendra Hall Road
South Croydon CR2 6DT
Telephone: 01-681 1141/4
Head: Mr. M. Housd
Tenable: 19th April, 1977, or immediately
TEACHER of GIRLS' PHYSICAL EDUCATION. It would be advantageous to offer Mathematics as a subsidiary or be prepared to cover a part timetable of Mathematics for the Summer Term. The initial contract will be for one term only, but a full-time post will be available as a continuation at Salary Scale 1.
Salary Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
WOODLANDS SCHOOL
Blenheim Drive, Allestree, Derby DE3 2LW
Required for September 1st 1977 a PHYSICAL EDUCATION SPECIALIST to assist with the teaching of the Girls. This is a Scale 1 post.
Application forms and further details will be sent on receipt of a stamped addressed envelope to the Headmaster.

DERBYSHIRE
GLOSSOP SCHOOL
Talbot Road, Glossop, Derbyshire
Required for September, 1977, an ASSISTANT TEACHER to join expanding GIRLS' PHYSICAL EDUCATION DEPARTMENT.
Applicants must be able to teach a broad spectrum of activities and offer expertise in the development of Trampolining/Volley Ball/Basketball. On site facilities include two gymnasia, a sports hall, tennis and netball courts, two all-weather pitches.
Please apply to Headmaster quoting two names for reference.

DEVON
EXETER: VINCENT THOMPSON HIGH SCHOOL
(Roll 566)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for GIRLS' PHYSICAL EDUCATION.
The school offers netball, hockey, swimming, athletics and educational gymnastics.
An interest in educational dance is desirable.
Candidates should state a second teaching subject and their interests in extra-curricular activities. Scale 2 post available for suitable applicant.
Scale 1 post.
The successful applicant will be expected to take up the appointment in September, 1977.
Application forms (stamped addressed envelope, please) from Headmistress, Vincent Thompson High School, Ringswell Avenue, Exeter, returnable by 1st April, 1977.

DEVON
KINGS TAMERTON SECONDARY SCHOOL
Trevithick Road, St. Budeaux
Plymouth
(820 on roll)
(1) Required for September 1977 a TEACHER to help with BOYS' PHYSICAL EDUCATION and GAMES and also to teach another subject for at least half of the time. Scale 1.
(2) Required for September 1977 a TEACHER to help with GIRLS' PHYSICAL EDUCATION and GAMES and also to teach another subject for at least half of the time.
These are additional new appointments to the school.
Application forms (stamped addressed envelope) from Headmaster (returnable to him within 14 days).

DONCASTER
EDUCATION COMMITTEE
MEXBOROUGH SCHOOL
College Road, Mexborough S64 0JW
Telephone: Mexborough 5811
Required for September, 1977, or earlier if possible: a woman TEACHER to teach GIRLS' P.E., Scale 1, throughout the school and sixth form.
The school possesses four gymnasia, a sports hall and 60 acres of field, and is well equipped from the point of view of the subject.
Apply by letter to the Head of the above school, stating full curriculum vitae, and the names of two referees. Closing date: April 1, 1977.

DORSET
THE PURBECK SCHOOL
Wareham
(13 to 18 Upper School; Group 13; Sixth Form 215)
SPECIALIST in BOYS' PHYSICAL EDUCATION required September. Facilities include well-equipped Sports Hall, Squash Courts and Indoor Swimming Pool.
Application form and further details (stamped addressed envelope) from Headmaster.

EAST SUSSEX
HOVE AREA
PORTSLADE COMMUNITY COLLEGE
(Comprehensive Mixed 11 to 18. Number on roll 1,400. Sixth Form 120)
Required for September owing to increased numbers, TEACHER of PHYSICAL EDUCATION (GIRLS), Scale 1, to teach across the age and ability range.
Applications by letter (no forms) including curriculum vitae and names of two referees to: The Principal, Portslade Community College, Chalky Road, Portslade BN4 2WS.
Closing date 25th March.

EAST SUSSEX
HOVE AREA
PORTSLADE COMMUNITY COLLEGE
(Comprehensive mixed 11 to 18 number on roll 1,400
Sixth Form 120)
Required for September owing to increased numbers, TEACHER of PHYSICAL EDUCATION (BOYS), Scale 1, to teach across the age and ability range.
Applications by letter (no forms) including curriculum vitae and names of two referees, to: The Principal, Portslade Community College, Chalky Road, Portslade, BN4 2WS.
Closing date, 25th March.

EAST SUSSEX
(EASTBOURNE AREA)
HAMPDEN PARK COUNTY SECONDARY SCHOOL
Brodrick Road, Eastbourne, BN22 9RQ
Required for September, 1977, temporary TEACHER for BOYS' PHYSICAL EDUCATION and GAMES (Scale 1) for the year 1977-78 to cover for a teacher on secondment. Please state any other subjects offered.
Application form (stamped addressed envelope, please) from the Headmaster. Closing date 1st April.

ESSEX
BILLERICAY SCHOOL
(11 to 18 mixed)
(Roll 1,450 Main School—300+ sixth form)
School Road, Billericay.
Telephone: 02-774 50191
DANCE/PHYSICAL EDUCATION
To specialise in Dance up to C.S.E. level and able to teach all other aspects of girls Physical Education. London Fringe Allowance of £100 p.a. payable.

BELFAIRS HIGH SCHOOL FOR GIRLS
(Roll 820)
Highlands Boulevard, Leigh-on-Sea SS9 3TJ
Telephone: Southend-on-Sea (0702) 70783
To join our enthusiastic PHYSICAL EDUCATION Department in September 1977. An interest in athletics, swimming and gymnastics would be an advantage. We have an indoor heated swimming pool, a well equipped gymnasium and on-site playing field.

BUCKHURST HILL COUNTY HIGH SCHOOL
(Roll 700)
Roding Lane, Chigwell, IG7 6BQ
Telephone: 01-500 2738
Required September, fully qualified TEACHER of PHYSICAL EDUCATION including Association Football. 11 to 18 boys Bilateral, 20 acre site. London Fringe Allowance.
Application forms and further particulars may be obtained from the Head of the School concerned to whom completed application forms should be returned.

HARINGEY
(Borough of)
TOTTENHAM SCHOOL
Selby Road, Tottenham N17 8JN
(Eight-form entry mixed Comprehensive School for the age range 11 to 18)
Required for Summer Term only: TEACHER of GIRLS' PHYSICAL EDUCATION to assist in thriving department with good facilities including a recently built sports hall which is fully equipped with Olympic Gymnastic apparatus.
London Allowance £402.
Social Priority Allowance £201/£276.
Applications by letter in first instance to the Headmaster giving brief details of qualifications and experience together with the names of two referees.
Chief Education Officer, Education Offices, Somerset Road N17 9EH.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
NOBEL SCHOOL
(Group 10)
Telford Avenue, Stevenage
(840 mixed, all-ability
70 in Sixth Form)
TEACHER for GIRLS' PHYSICAL EDUCATION required September. School has indoor swimming pool, gymnasium and extensive playing fields. Hockey, netball, tennis, gymnastics, dance, athletics and cross-country are on the curriculum.
Please apply direct to the Headmaster by letter (no forms) with curriculum vitae and two referees. Removal expenses may be paid.

HERTFORDSHIRE
COUNTY COUNCIL
THE ONSLOW SCHOOL
Old Rectory Drive, Hatfield
(850 on roll; Headmaster: Mr M. J. A. Clarke, B.A.)
Required for September 1977 a TEACHER of PHYSICAL EDUCATION for BOYS (Scale 1). An interest in Rugby and Outdoor Pursuits would be an advantage.
Please apply by letter to the headmaster giving the names and addresses of two referees.
The post is particularly suitable to a teacher qualifying this summer.

HILLINGDON
(London Borough of)
HARLOW LANE SCHOOL
Uxbridge Road, Hayes End, Hayes UB4 8JP
(Number on roll 1,197—136 in Sixth form)
Headteacher: O. D. Walters Esq., J.P., B.Sc.
Required for September, 1977, TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 1). The school has two gymnasia and playing fields on site.
There is an imaginative programme of options available for senior pupils including golf, archery, canoeing and sailing.
Application forms from and returnable to the Head Teacher. Please enclose a stamped addressed envelope.
London Allowance payable.
Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
TENTERDEN [illegible] COMPREHENSIVE [illegible]

activities. An experienced candidate would be considered for a scale 2 post.
Applications to the Headmaster at the school (Ashford Road, Tenterden) to include curriculum vitae, copies of testimonials and names and addresses of two referees.

SHEPWAY DIVISION
SOUTHLAND'S SCHOOL
New Romney (founded 1910)
Southland's School is a developing 11 to 18 Comprehensive with about 1,300 boys and girls, taking all the children of Romney Marsh. New Romney is a pleasant historic town close to the sea. There are extensive new buildings nearing completion and the school is set in ample playing fields.
TEACHERS are required for September, for BOYS' and GIRLS' P.E. The School has good grounds, a Sports Hall and a new Gymnasium. A wide variety of sports is offered and candidates should state their interests. An ability to offer another subject would be an advantage and this should be stated.
Apply by letter to the Headmaster, giving details of qualifications, experience and interests, together with the names of two referees.

LINCOLNSHIRE
AVELAND SCHOOL
Billingborough
(Scale 1; roll 340)
Required for Summer Term, 1977, or as soon as possible thereafter, TEACHER for GIRLS' PHYSICAL EDUCATION throughout the school and to teach HISTORY to lower school. School has a fully equipped gymnasium and large playing field.
Application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincolnshire (stamped addressed foolscap envelope). Closing date, April 1st.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for September, 1977 —
STANIFORTH SCHOOL
Thetford
Scale 1, BOYS' PHYSICAL EDUCATION and GAMES, preferably able to offer MATHEMATICS or TECHNICAL DRAWING.
Application forms may only be obtained by sending a stamped, addressed, foolscap envelope to the Area Education Officer, Southern Area Education Office, Canterbury Way, Thetford, Norfolk IP24 1DA.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for September, 1977 —
WAYLAND HIGH SCHOOL
Watton
Scale 1, ASSISTANT TEACHER for PHYSICAL EDUCATION and GIRLS' GAMES, but willing to assist with mixed games activities. Applicants should state supporting subjects. Applications from teachers seeking their first appointment will be considered.
Application forms may only be obtained by sending a stamped, addressed envelope to the Area Education Officer, Southern Area Education Office, Canterbury Way, Thetford, Norfolk, IP24 1DA.

NORTHAMPTONSHIRE
SCHOOL FOR GIRLS
Spinney Hill Road, Northampton, NN3 1DG
Required for September, 1977, ASSISTANT MISTRESS (Scale 1) to share in the teaching of all aspects of PHYSICAL EDUCATION including Modern Educational Dance to the younger age range. Special interest in Gymnastics and Trampolining would be welcome.
Northampton School for Girls is a comprehensive Upper School which has recently moved to a new site where the fine purpose-built accommodation includes an indoor heated swimming pool, dance drama studio, sports area and extensive playing fields.
Application forms and further details from Headmistress (stamped addressed envelope).

NORTH YORKSHIRE
(County of)
SELBY SECONDARY SCHOOL
(1,047 pupils, mixed)
Required for Easter 1977 TEACHER for GIRLS' PHYSICAL EDUCATION and GAMES, Scale 1.
Application forms available from (stamped addressed envelope please) and returnable to the Headmaster, Selby Secondary School, Abbot's Road, Selby, North Yorkshire YO8 8AT.

NORTH YORKSHIRE
QUEEN ETHELBURGA'S SCHOOL
Harrogate
Woodard School
(218 girls on roll, aged 11 to 18)
Required for September, 1977, qualified specialist TEACHER for the PHYSICAL EDUCATION Department. Resident post: free accommodation plus Burnham salary and superannuation.
Apply Headmaster with full details and names of two referees.

NOTTINGHAMSHIRE
QUEEN ELIZABETH'S BOYS' SCHOOL
Mansfield
(Voluntary Aided Group 10)
Headmaster: J. R. M. Batchelor, M.A., B.Litt.
Required for September, 1977, a PHYSICAL EDUCATION SPECIALIST, capable of assisting with Games or developing pursuits such as orienteering, canoeing, D. of E. Also some subsidiary class room subjects.
The school is a 13 to 18 Comprehensive School, which has evolved from an old established selective Grammar School.
The post is on a one year short term fixed contract which may be renewable.
Application forms and further particulars can be obtained from the Headmaster at 150, Chesterfield Road South, Mansfield, Notts, and should be returned by the 31st March, 1977.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WALES COMPREHENSIVE SCHOOL
(Approximately 1,200 on roll)
Required for September: TEACHER for GIRLS' PHYSICAL EDUCATION, Scale 1.
Candidates must have an interest in extra-curricular activities. The post is a new one arising from expansion with the development of Sixth Form courses from September, 1977, subject to approval from the DES.
Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel. 2121, Extension 3567.
R. W. Ellis, Director of Personnel Resources.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. AUGUSTINE'S R.C. HIGH SCHOOL FOR GIRLS
King Avenue, Sefton
Merseyside L20 0DZ
Required for 1st September, 1977, TEACHER of PHYSICAL EDUCATION, Scale 1.
This post is in a well-established Physical Education Department in which there are two other full [illegible] the [illegible] of physical [illegible] further [illegible] Head-[illegible]

SECONDARY
Physical Education continued

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary payable.
Required for April, 1977 :—
CHAPEL END HIGH SCHOOL,
Roberts Road, London, E17 4LS
Head Teacher : Mr. E. K. Browne
GIRLS' PHYSICAL EDUCATION TEACHER for this mixed comprehensive high school (620 on roll, 11 to 16 age range). The school maintains high standards in Physical Education and is particularly strong in Dance and Gymnastics.
Closing date, 30th April, 1977.
Application forms and further details obtainable on receipt of a stamped addressed envelope from the Head Teacher.

WARWICK
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick
(Direct Grant/Independent Grammar School of 670 girls)
Required for September, 1977, qualified TEACHER to share the teaching of PHYSICAL EDUCATION throughout the school. Burnham Scale.
Please apply to the Headmistress as soon as possible.

Religious Education

Heads of Department

AVON COUNTY
MAILERTON SCHOOL,
Vattingstone Lane, Alveston, Bristol
HEAD of RELIGIOUS EDUCATION (Scale 3) required for September, 1977. In coeducational 11-18 comprehensive in new buildings five miles north of Almondsbury motorway interchange.
Further details (stamped addressed envelope) from Headmaster to whom applications (no forms in first instance) giving details of qualifications, experience and names of two referees should be sent as soon as possible.

BROMLEY
(London Borough of)
ST. BERNADETTE'S SCHOOL FOR GIRLS
Grays Farm Road, St. Paul's Cray Orpington, Kent
Roll 540
Required for September :—
HEAD of DEPARTMENT for RELIGIOUS EDUCATION (R.C.). Scale 3 or 4 according to qualifications and experience. Candidates would be required to be responsible for all aspects of Religious Education throughout the School.
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London Area.
Application by letter to the Headmistress at the School.

DERBYSHIRE
ST. PHILIP HOWARD R.C. SCHOOL,
Glossop
(Group 18 comprehensive, 1,100 mixed)
Required for September, HEAD of RELIGIOUS EDUCATION (Scale 3) to organise religious studies throughout the school.
Letter of application should be addressed to the Headmaster as soon as possible.

DORSET
CORFE HILLS UPPER SCHOOL,
Corfe Mullen, Wimborne
(Co-educational, Group 10)
Required September, 1977, TEACHER (Scale 2) to take responsibility for and develop RELIGIOUS EDUCATION. The successful candidate will be expected to assist initially in the teaching of another subject within the Liberal Studies Faculty which includes Geography, History, Religious Education, Music, Social Studies and Commerce.
This Comprehensive School opened in September, 1976, with 125 13-plus pupils and will expand to 420 pupils this September in the new purpose-built premises. The age range will then be 12 to 14 plus.
Assistance with removal and legal expenses.
Application forms and further details may be obtained from the Headmaster on receipt of large stamped addressed envelope, Corfe Hills School, King Street, Wimborne. Closing date, 29th March, 1977.

EAST SUSSEX
COUNTY COUNCIL
HILLCREST SECONDARY SCHOOL
Rye Road, Hastings
Headmistress Miss N. P. Kelly, A.D.B.
Applications are invited from well-qualified and experienced TEACHER for the post of HEAD of RELIGIOUS EDUCATION, Scale 3, vacant from September, 1977. The subject is taught throughout the school and pupils are prepared for G.C.E. and C.S.E. examinations.
Application forms from the Headmistress at the school. Closing date, Monday, 4th April, 1977.

LONDON
BURLINGTON DANES (R.M.)
Danes Building, Du Cane Road, London, W12 0TY
Scale 4—DIVINITY
For September, 1977, MAN or WOMAN to be HEAD of the RELIGIOUS EDUCATION DEPARTMENT.
The successful candidate would be expected to share in teaching the subject throughout the school up to and including "O" and "A" levels.
An experienced and successful teacher, and a regular communicant member of the Church of England is essential for this important and influential position.
Scale 4 available for a suitably qualified candidate.
Apply by letter by 15th April with curriculum vitae, names of two referees and a recent testimonial to the Head Teacher at the school.
Envelopes to be clearly marked Head of R.E. Post. Interviews are likely to take place during the week beginning 2nd May, 1977.
The school has recently been formed by the amalgamation of two adjacent grammar schools, and has over 300 pupils in the Sixth Form.
There is a full range of "O" and "A" level work.
The first fully comprehensive intake is planned for September, 1977.

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
OWENNYTED HIGH SCHOOL
Three Cocks, Brecon
Tel.: Glasbury 481
(Comprehensive: 630 on roll)
Required for September, 1977, HEAD of DEPARTMENT of RELIGIOUS EDUCATION. Please state additional teaching subjects. Scale 2 Post. (Ref. 10/8/7.)
Application forms and further particulars obtainable from the Headmaster upon receipt of stamped addressed envelope to whom completed forms should be returned by 4th April, 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
NEWQUAY TRETHERRAS SCHOOL,
Newquay, Cornwall TR7 3JA
Group 10 11 to 18 comprehensive
Number on Roll, 930. Headmaster H. E. Hower, B.A.
RELIGIOUS KNOWLEDGE Scale 1
For September, 1977, a TEACHER of RELIGIOUS EDUCATION.
Applications should be made by letter (no forms) and should include curriculum vitae and names and addresses of two referees. Further details will be sent from the school upon receipt of a stamped addressed envelope.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
PENRICE SCHOOL,
Charlestown Road, St. Austell PL25 3NR
Comprehensive 9 form entry:
11 to 16 years
Headmaster: T. N. Henowden, M.A.(Oxon.)
RELIGIOUS KNOWLEDGE—Scale 1
For September, 1977, TEACHER of RELIGIOUS EDUCATION to take all age groups and abilities.
Penrice is a new school where traditional values of loyalty, service and courtesy are encouraged.
Apply direct to Headmaster, including curriculum vitae, copies of two testimonials and names of two referees.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

EAST SUSSEX
TIDEWAY SCHOOL,
Newhaven
Required from September TEACHER of RELIGIOUS EDUCATION and HISTORY, Scale 1. This is a new appointment resulting from the growth of this fully developed 11 to 18 comprehensive school.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Tideway School, Southdown Road, Newhaven (foolscap stamped addressed envelope).

ESSEX
ST. PETER'S HIGH SCHOOL
(Roll 1,140—11 to 18 Mixed)
Burnham-on-Crouch
Tel : Maldon 782577
HISTORY RELIGIOUS EDUCATION
Required in September, a TEACHER for HISTORY and RELIGIOUS EDUCATION. Opportunities for a wide range of work according to qualifications.
Applications by letter, stating special interests and quoting two referees, to the Headmaster at the school as soon as possible.

GLOUCESTERSHIRE
THE ROYAL FOREST OF DEAN GRAMMAR SCHOOL,
Berry Hill, Coleford
800 Co-educational
Required for September 1977, a Scale 1 ASSISTANT TEACHER of RELIGIOUS EDUCATION and HISTORY. An interest in the Lower School Classics project an advantage.
Apply by letter to the Headmaster stating qualifications and names of two referees. Enclose stamped addressed envelope.

KIRKLEES
METROPOLITAN COUNCIL
HEWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, WF17 0LD
Required for September, 1977, TEACHER, Scale 1, for RELIGIOUS EDUCATION in this 11 to 16 girls' secondary modern school. Initially the bulk of the teaching will be in Years One to Three.
Application forms and further particulars (stamped addressed envelope, please) from the Head Teacher of the school to whom completed forms should be returned as soon as possible.

NORTHUMBERLAND
COUNTY COUNCIL
PRUDHOE COUNTY HIGH SCHOOL
TEACHER OF RELIGIOUS EDUCATION
Scale 1
Required for September, a suitably qualified and experienced teacher. An ability to assist with Careers Education desirable.
Application forms returnable by April 1, and further information obtainable by sending a foolscap stamped addressed envelope to the Headmaster, Prudhoe County Secondary School, Moor Road, Prudhoe, Northumberland NE42 6LA.

Other Posts on Scale 2 and above

DERBYSHIRE
CLOWNE SCHOOL,
Roughton Lane, Clowne Chesterfield
(Number on roll 850. 11 to 18 years)
For September, RELIGIOUS EDUCATION SPECIALIST able to teach throughout the school to C.S.E. and G.C.E. "O" and "A" levels. Scale 2 for suitable applicant, but newly qualified teachers considered.
Applications by letter with curriculum vitae and details of two referees to the Headmaster at the school.

DEVON
STOKE DAMEREL HIGH SCHOOL FOR GIRLS
Keppel Place, Stoke, Plymouth
(570 on roll)
Required for September, 1977, a well-qualified and experienced specialist RELIGIOUS EDUCATION TEACHER to be responsible for organisation of subject throughout the school and for examination work at "O" and "A" levels.
Application forms (stamped addressed envelope) from Headmistress returnable to her within 14 days.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. AUGUSTINE'S R.C. HIGH SCHOOL FOR GIRLS
King Avenue, Sefton, Merseyside
L20 0HZ
Required for 1st September, 1977, TEACHER for RELIGIOUS EDUCATION, Scale 2, to be second in the Religious Education Department. Please state second subject. An extra allowance of £301 to £278 above Burnham is payable.
Application forms and further details are available from the Headmistress at the school.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HALYARD HIGH SCHOOL
High Street, Leagrave, Luton
Headmaster: Mr. R. D. Round, B.A.
A well qualified RELIGIOUS EDUCATION SPECIALIST, Scale 1, required for September in this mixed urban comprehensive school of 1,300 pupils aged 11-16.
The well established department, led by an experienced Honours Graduate, is about to become a base for Experimental Development in Religious Education, sponsored by the County and under the supervision of its Religious Education adviser.
Some assistance with accommodation may be possible.
Application forms and further details available from the Headmaster.

REDBRIDGE
(London Borough of)
OBAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford IG4 5LP
Telephone: 01-550 2733
Head: Mr. M. J. Manuel, M.A.
Suitably qualified TEACHER of RELIGIOUS EDUCATION (Scale 1) required for September 1977 to teach the subject throughout the 11 to 18 mixed comprehensive school. Outer London Allowance is payable.
Further details and an application form may be obtained from the Headmaster at the School.

CITY OF SALFORD
EDUCATION DEPARTMENT
WORSLEY WARDLEY HIGH SCHOOL
Mardale Avenue, Swinton M27 3QP
11-18. Mixed Comprehensive (765 pupils)
Required for 1st May, 1977 :
TEMPORARY TEACHER RELIGIOUS STUDIES
to teach at all stages up to O.C.E. "O" level, for temporary appointment in the Summer Term during maternity leave of the present teacher.
Application forms and further details from the Head Teacher to whom completed applications should be returned as soon as possible.

WEST SUSSEX
WESTERN AREA
MIDHURST GRAMMAR SCHOOL
Midhurst, Sussex.
(Voluntary controlled senior comprehensive, 13 to 18 years)
For September, TEACHER of RELIGIOUS EDUCATION, Scale 1. Good qualifications; modern approach, mixed ability classes. Some "O" level and C.S.E. work. Full timetable of Religious Education and related subjects.
Apply in writing to Head of School, giving qualifications, previous experience and names and addresses of two referees.

Rural Studies

Other Posts on Scale 2 and above

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
(Mixed 11 to 18 comprehensive)
For September TEACHER to take charge of well-established C.S.E. courses in HORTICULTURE and non-examination classes in Gardening. Scale 2 post available for teacher with appropriate experience.
Details and form from Headmaster, The Littlehampton School, Littlehampton, on receipt of stamped addressed foolscap envelope.

Scale 1 Posts

ESSEX
NOTLEY HIGH (MIXED COMPREHENSIVE)
(Roll 1,100)
Notley Road, Braintree CM7 8JX
Telephone : Braintree 25001
RURAL SCIENCE
For September, enthusiast to develop more work in this field. Excellent and extensive facilities in new well-ordered but lively school.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

Science

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LUTON SIXTH FORM COLLEGE
Bradgers Hill Road
Luton LU2 7EW
Principal : Dr. L. Martindale
(Estimated roll of College 900)
HEAD of BIOLOGY, Scale 4 post, required for September, 1977 — Experienced and well-qualified graduate required to head this large department. Full range of "A" "O" "C.E.E." and foundation courses are offered.
All staff are expected to take part in the College's programme of complementary studies.
Some assistance with accommodation may be possible.
Application forms obtainable from the Principal (stamped addressed envelope, please).

CROYDON
(London Borough of)
LADY EDRIDGE HIGH SCHOOL FOR GIRLS
Clifton Road, London SE25 [illegible]
Telephone: 01-771 [illegible]
Head: Miss P. J. Bennett, B.A.
Tenable: September 1, 1977
Required in September, a HEAD of SCIENCE DEPARTMENT. A well-qualified and experienced TEACHER is needed to lead a teaching staff of eight, with three laboratory technicians in charge of five laboratories. Chemistry, Physics and Biology are taught to Advanced Level and the preferred teaching subject is Chemistry.
Salary—Burnham Scale 4 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
WESTLANDS SCHOOL
Warbro Road, Torquay
Required for September 1977 HEAD of SCIENCE DEPARTMENT (Scale 4). An experienced TEACHER is being sought to take charge of a lively and successful department on the promotion of the present holder to a Deputy Headship.
Westlands is a Bilateral (Grammar/Modern) 11 to 18 School with an established Science Sixth Form.
Application forms and further details available from (and returnable to) Headmaster by 1st April 1977.

DORSET
CORFE HILLS UPPER SCHOOL
Corfe Mullen, Wimborne
(Group 10. Co-educational)
Required September, 1977
(1) A TEACHER to take responsibility for BIOLOGY within the Maths/Science Faculty. Scale 2.
(2) A TEACHER to take responsibility for PHYSICS within the Maths/Science Faculty. Scale 2.
This Comprehensive School opened in September, 1976 with 125 13+ pupils and will expand to 420 pupils this September in its new, purpose-built premises. The age range will then be 12 to 14+.
Assistance with removal and legal expenses.
Application forms and further details may be obtained from the Headmaster, on receipt of a large stamped addressed envelope, Corfe Hills School, King Street, Wimborne, Dorset BH21 1ED.
Closing date for application is 4th April, 1977.

DORSET
WEYMOUTH GRAMMAR SCHOOL
Charlestown, Weymouth DT4 9SY
(Co-educational, 1,140 on roll including 310 in sixth form)
Required for September 1977, HEAD of BIOLOGY (Scale 4). Nuffield Biology syllabuses are used throughout the School. Assistance with removal and incidental expenses.
Application form and further details obtainable by sending a stamped addressed envelope to the Headmaster.

DURHAM
COUNTY COUNCIL
HERMITAGE COMPREHENSIVE SCHOOL
Chester-le-Street
Six Form Entry. 900 on roll
HEAD of SCIENCE DEPARTMENT Salary Scale 4. Well qualified and experienced TEACHER required for September, 1977, in this new purpose-built Comprehensive School. Applicants should state specialist Science(s) they can offer to examination level.
Further details from Head Teacher (tel. Chester-le-Street 881101).
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, 81 Red Rose Terrace, Chester-le-Street.
Closing date for applications 4th April, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
THE HOWARD SCHOOL
Welwyn Garden City,
Oaken Grove
8 Form Entry: all ability: 11 to 18 coeducational
Required for September, 1977, HEAD of BIOLOGY (Scale 3). Subject is taught throughout the school to "A" level. There are two well-equipped laboratories.
Applications (no forms) to be made to the Headmaster, with full details and names of two referees.

LONDON, S.W.2
STREATHAM HILL AND CLAPHAM HIGH SCHOOL
GIRLS PUBLIC DAY SCHOOL TRUST
Wavertree Road, London SW2 3SR
(550 girls. Direct grant Independent)
Required September, BIOLOGY SPECIALIST to take charge of Science Department. "A" level and university entrance.
Apply to the Headmistress giving full particulars with names of two referees.

NEWHAM
(London Borough of)
PLASHET SCHOOL
Plashet Grove, London E6 1DG
(Roll : 1,416 girls)
Head Teacher :
Miss L. Cruttenden, B.A.
Required September, 1977 — HEAD of SCIENCE, Scale 4, to coordinate the work of a large department. We are seeking to appoint a science graduate, preferably one who is well qualified in chemistry and who has had considerable teaching experience.
Burnham Scales plus London Allowance (£402), plus Augmented Supplement (£312).
Further details and application forms may be obtained from the Head Teacher (telephone 01-472 2110), and should be returned to the undersigned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
HEARTSEASE COMPREHENSIVE SCHOOL
Marryat Road, Norwich NR7 9DF
(Roll 1,420)
Required for September, 1977, Scale 2. Experienced GRADUATE as HEAD of BIOLOGY DEPARTMENT with established "A" and "O" level and C.S.E. courses.
Further details and application form from Headmaster on receipt of a stamped addressed envelope.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post :—
HUCKNALL NATIONAL COMPREHENSIVE SCHOOL
Annesley Road, Hucknall Nottingham NG15 7DB
Headmaster : N. E. C. Osborn, B.A.
(Mixed : 780 : 11 to 16)
For September, GRADUATE CHEMIST (Scale 3) as HEAD of SCIENCE. Experience in Science curriculum development for the entire ability range including sixth form essential. Ability to teach Biology would be an advantage.
Applications (no forms) to the Headmaster, with names of two referees.
Closing date, 28th March, 1977.

ST. HELENS
EDUCATION COMMITTEE
SECONDARY SCHOOL
SUTTON HIGH SCHOOL
(950 Mixed, 11 to 16 years. Comprehensive, designated 11-18)
Elephant Street, St. Helens WA9 5NP
HEAD OF SCIENCE
(Scale 4)
Readvertisement
Graduate TEACHER of PHYSICS. Courses established to "O" level and C.S.E. "A" level work to begin in September, 1979. First phase (450 places) of new building on new site expected to be ready for September, 1978. Next phase (240 places) to follow.
Application forms and further details are available from the Head Teacher, to whom completed forms should be returned immediately.

SANDWELL
(Metropolitan Borough of)
WOOD GREEN HIGH SCHOOL
Wood Green Road, Wednesbury, West Midlands
Required for September, 1977, HEAD of SCIENCE, Scale 4, post. There is a Department of 10 staff in which Mixed Ability, Mode 3 C.S.E. and traditional "O" and "A" level courses are all well established.
Application forms and further details available from, and returnable as soon as possible, to the Head Teacher at the school.

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
PAGET SCHOOL
Burton Road, Branston, Burton upon Trent, Staffs.
(Group 10)
Headmaster: I. McLeish, B.A.
Required for September, 1977, HEAD of SCIENCE DEPARTMENT (Scale 4). The vacancy occurs through the retirement of the present holder of the post who teaches Physics.
C.S.E. and G.C.E. "O" level courses are in operation and G.C.E. "A" level will be developed as the Comprehensive intake moves through the school, which was reorganised in 1975.
The school is on two sites with a 1937 building on one and more modern facilities including laboratories on the other.
Further details and application forms are available from the Headmaster of the school on receipt of a foolscap stamped addressed envelope. Closing date Thursday, March 31, 1977.
M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent, DE14 1NF.

SUTTON
(London Borough of)
THE JOHN FISHER SCHOOL
Peaks Hill, Purley
Surrey, CR2 3YP
(R.C. Voluntary Aided)
Required September 1977, an experienced GRADUATE as HEAD of PHYSICS DEPARTMENT. Scale 3. An ability to share in teaching of Religious Education, or to help with Games would be an advantage.
Application to Head Teacher with curriculum vitae and names and addresses of two referees.

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS AND ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees), should be sent immediately, together with stamped addressed envelope to Head of School.

Duddeston Manor School, Great Francis Street, B7 4QR (11-19 mixed; 940 on roll)
Scale 4 + S.P.S. Allowance. Required for September, HEAD OF SCIENCE to lead an active department of seven. Well equipped laboratory suite and complete range of work to "A" level.

Holte School, Wheeler Street, B19 2EP
Scale 4. HEAD OF ENGLISH. Large department in this multi-racial school to C.S.E. "O" and "A" levels.

VOLUNTARY AIDED SECONDARY SCHOOLS

Cardinal Wiseman R.C. School, Old Oscott Hill, B44 9SR
Required September: Applications are invited from Catholic Teachers for the crucial post of HEAD OF RELIGIOUS EDUCATION. A Scale 3 post is offered, given good qualifications and experience. Applications, initially by letter, and further information from the Clerk to the Governors, c/o Head Teacher at the school.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to the Head of the school as soon as possible, together with the names of two referees and a stamped addressed envelope.

Colmers Farm School, Bristol Road South, Rednal, B45 9NY
ENGLISH—one term appointment—from 19.4.77.

Golden Hillock School, Golden Hillock Road, Sparkhill, B11 2QG
Required as soon as possible: SCIENTIST, preferably PHYSICIST to join strong innovative team.

Great Barr School, Aldridge Road, Great Barr, B44 8NU (1,900 on roll)
(a) Required for Easter 1977: Teacher of PHYSICAL EDUCATION (Girls). Required for September, 1977:
(b) Teacher of ENGLISH.
(c) Teacher for REMEDIAL CLASSES.

Kings Norton Boys' School, Northfield Road, B30 1DY (590 boys. Sixth Form 125)
Required at once or as soon as possible either as permanent or temporary appointments—
(a) TEACHER OF MUSIC. Teaching available at both G.C.E. "O" and "A" levels. There is a choir and orchestra. Post is Scale 1 but involves responsibility which could lead to promotion. Effective, vigorous teacher sought who will put to good use the opportunity provided.
(b) TEACHER OF ENGLISH. For a suitably qualified and experienced candidate "A" level work can be made available, but primarily a teacher is sought for effective teaching up to G.C.E. "O" level in both selective (years 3-5) and all-ability (years 1 and 2) year groups.
Further information from Headmaster.

Lordswood Girls' School, Knightlow Road, B17 8QB.
Required September: TEACHER OF ENGLISH.

VOLUNTARY AIDED SECONDARY SCHOOL
SCALE 1 POSTS

Cardinal Wiseman R.C. School, Old Oscott Hill, B44 9SR
(a) Required for the Summer Term only: Assistant teacher offering SOCIAL STUDIES—specialist subject: GEOGRAPHY.
(b) Required for September: a teacher of SOCIAL STUDIES, whose specialist subject is HISTORY AND/OR SOCIOLOGY.
Applications to the Clerk to the Governors c/o the school.
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

Bedfordshire
northern area

ST. THOMAS MORE R.C. UPPER SCHOOL, BEDFORD

A new mixed school opening in September, 1977, with 180 13+ pupils and growing to 900 pupils by 1981. Applications are invited from suitably qualified and experienced teachers, preferably practising Roman Catholics, for the following posts :

R.E.—Head of Department	Scale 4
English—Head of Department	Scale 4. Graduate
Mathematics—Head of Department	Scale 4. Graduate
Science—Head of Department	Scale 4. Graduate
Design (incorporating Art, all craft subjects, T.D., Home Economics, Needlecraft)—Head of Department	Scale 4
Languages—Head of Department	Scale 4. Graduate. French essential.

Teachers are also required in (a) P.E. (b) History or Geography on Scale 3. (c) Music. (d) Science. (e) Design on Scale 2 and in (f) English and (g) Languages on Scale 1.

First time applications are invited for these last two posts.

Willingness to teach another subject, temporarily, will be an advantage in most of these posts.

Application forms and further details may be obtained from Mr D. J. H. Knowles, Northern Area Education Officer, County Hall, Bedford, to whom they should be returned by 1st April, 1977. S.A.E. please.

London Borough of RICHMOND UPON THAMES

SHEEN SCHOOL
Park Avenue, East Sheen, SW14 8RG

Applications are invited for the following posts at this new mixed comprehensive school for 900 pupils aged 11-16 opening September 1977.

Curriculum Coordinator
Group 10 Deputy Head Scale

Duties include leadership of team of directors of study and faculty heads and oversight of school academic programme, timetable production, curriculum monitoring and development.

Faculty Head of Science and Technology, Scale 4

The faculty is one of 4 administrative groupings in the school organisation and includes departments of mathematics, physical sciences, biological studies and technical studies. The faculty will comprise 14 teaching staff and three technicians and will have excellent laboratories and technical workshops.

Head of Technology, Scale 3 or 4

An experienced and well qualified craft teacher is required to administer the department of technology within the school faculty structure. The department will comprise three staff and 1 technician and is housed in a modern multipurpose craft block with ancillary accommodation for woodwork and technical drawing. It is intended to establish close links with both art and science departments which are conveniently located nearby.

Forms and further particulars (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QS returnable to the Head Teacher Designate at the School by Wednesday, 30th March, 1977.

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY
* Generous relocation expenses in approved cases.
* Applicants for appointment to County and Voluntary Controlled Schools (except reserved teachers), effective from September 1, 1977, and later should note that the Education Committee have it in mind to issue to assistant teachers on Burnham Scales 1-4 contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

HEADSHIPS

ST. BEDE'S SCHOOL, CARLTON ROAD, REDHILL (Group 11)
Comprehensive, Co-Educational, 12-19. Number on Roll 1,034
The Governors invite applications for the post of Head of this unique school which was formed last year by the amalgamation of Bishop Simpson Church of England Girls' School and St. Joseph's R.C. Mixed School. The post becomes vacant from January, 1979, on the retirement of the present Head.
There are well established courses leading to CSE and GCE 'O' and 'A' level examinations and a Sixth Form of over 120.
Candidates should be communicant members of either the Anglican or the Roman Catholic Church.
Salary scale, £7,944 to £9,588 p.a. (Subject to current restrictions on progression beyond £9,500 p.a.) plus £312 supplement.
Application forms and further particulars from the Clerk to the Governors, Area Education Office, 123 Blackborough Road, Reigate, Surrey.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

ASH, YEOMAN'S BRIDGE COUNTY SECONDARY (Mixed 12-16)
ENGLISH. Teacher to take subject to 'O' level. Opportunity to help develop two Mode 3 CSE courses. Scale 2 for suitable applicant, able to accept responsibilities within the Department.
Telephone Aldershot 23709.

HORLEY COUNTY SECONDARY
HEAD OF COMMERCE. Scale 2 or 3. To teach R.S.A., Pitman's, CSE, 'O' level and possibly 'A' level commercial subjects. Well equipped commerce room and an additional typing room.
HEAD OF BIOLOGY DEPARTMENT. Scale 3. To teach to CSE 'O' and 'A' level, also COMBINED SCIENCE in the lower school. Ability to teach PHYSICS would be an advantage. Excellent facilities and a large Science Department.
Telephone Horley 5363.

REDHILL, ST. BEDE'S (ANGLICAN AND ROMAN CATHOLIC)
RELIGIOUS EDUCATION teacher required Summer Term. Scale 2. In this unique school the syllabus of Religious Education has been agreed by a Commission representing the two Churches. Candidates should be academically well qualified, able to share responsibility for 'O' and 'A' level examinations and be committed members of the Church of England.
Telephone Redhill 83780.

SUNBURY COUNTY SECONDARY
HEAD OF SOCIAL STUDIES. Scale 3.
HEAD OF MATHEMATICS. Scale 3.
Telephone Sunbury 82844.

WEYBRIDGE, HEATHSIDE
PHYSICAL EDUCATION. Well qualified and experienced teacher to be in charge of Department at Scale 2, as numbers increase it is anticipated that the Head of Department will be Scale 3.
Telephone Weybridge 46192.

SCALE 1 POSTS

COMPREHENSIVE

ASH, YEOMAN'S BRIDGE COUNTY SECONDARY (Mixed 12 to 16)
ENGLISH teacher to take subject to 'O' level. Opportunity to help develop two Mode 3 CSE courses. Post also includes DRAMA.
Telephone Aldershot 23709.

GUILDFORD, GEORGE ABBOT COUNTY SECONDARY
CHEMISTRY. Graduate preferred, to teach to 'O' and 'A' levels. From April.
Telephone Guildford 72249.

LEATHERHEAD, THERFIELD
DOMESTIC SCIENCE teacher for September.
Telephone Leatherhead 77991.

SUNBURY, BISHOP WAND C. of E. SECONDARY
BOYS' CRAFT. Temporary teacher for Summer Term 1977 only.
Telephone Sunbury 97537.

SUNBURY COUNTY SECONDARY
DESIGN, TECHNOLOGY and ART. Teacher able to contribute to the work of this Department at all levels. From September.
BIOLOGY. Teacher to develop subject and assist with INTEGRATED SCIENCE. From September.
Telephone Sunbury 82844.

SUNBURY, ST TERESA'S R.C. SECONDARY
GEOGRAPHY teacher to take subject to 'O' and 'A' level. First appointments welcomed.
Telephone Sunbury on Thames 83811.

WALTON ON THAMES, RYDENS COUNTY SECONDARY
MATHEMATICS. S.M.P. courses throughout the school. Up to and including 'A' level if possible. From April.
Telephone Walton 24793.

Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DL.

Educational Appointments

Unless otherwise stated posts are for September, 1977, and application forms are obtainable from and returnable to the Headteacher (s.a.e. please).
Men or women required for the following posts :—

ST. MICHAELS R.C. (Aided) SCHOOL
CARLTON ROAD, BARNSLEY
Headteacher G Rogerson, B.A., B.Sc.
Deputy Headteacher—Group 7
at this mixed (11-16) Comprehensive School with 361 pupils.
Application forms and further details obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley by 1st April (s.a.e. please).

WORSBROUGH HIGH SCHOOL
ARDSLEY ROAD, WORSBROUGH DALE, BARNSLEY
Headteacher S. Hughes
Head of English Department (Scale 4)
To be responsible for the leadership and development of a large department in this 11-18 Comprehensive School which has a well established sixth form.
Application forms and further details obtainable from and returnable to the Headteacher (s.a.e. please).

ST. HELEN'S SCHOOL
CARLTON ROAD, BARNSLEY
(11-16 Comprehensive, 720 pupils)
Headteacher D. C. Bate
Head of Upper School (Scale 4)
Applications are invited from Teachers with substantial experience in Secondary Education. The successful applicant will be responsible for the care and discipline of 4th and 5th form pupils and will be expected to play an important part in planning the Educational programme for these senior pupils.

HALL BALK SCHOOL
HUDDERSFIELD ROAD, BARNSLEY
(800 girls)
Headteacher Miss E. Dawson, M.A.
Teacher Librarian (Scale 3)
The post involves a heavy teaching commitment but the range and subjects could be flexible on the Arts side according to academic qualifications. The responsibility for the Library is, however, paramount. The School's intake is comprehensive to the age of 18 but the VIth form is recruited from the former selective Grammar School.

WOMBWELL HIGH SCHOOL
ROEBUCK STREET, WOMBWELL, BARNSLEY
(Mixed Comprehensive, 1,400 pupils, 11 to 19 years)
Headteacher F. Lane, M.Sc.
Experienced Graduate Mathematician for the post of second in a department of seven Teachers (Scale 2 for suitably qualified applicant).
Experienced Teacher as Head of Remedial Department (Scale 3)
Applicants should be able to show past experience of work of this nature, and the necessary organising ability and commitment to this type of teaching.
At the present, remedial classes are taught for approximately half of their timetable by one individual Teacher.
Application forms and further details available from and returnable to the Headteacher (s.a.e. please).

EDWARD SHEERIEN COMPREHENSIVE SCHOOL
NEWSTEAD ROAD, ATHERSLEY, BARNSLEY
(11 to 16, 725 on roll, E.P.A.)
Headteacher J. Bramley, B.Sc.
Teacher (Scale 2)
Energetic, enthusiastic, determined person to be Head of Home Economics (Scale 3).
'O' and C.S.E. level courses in Domestic Science and Needlework are already established while the subject is taught in the first two years within a Creative Studies teamwork to all pupils.
Teacher (Scale 2)
To join an expanding Remedial Department and to be responsible for the teaching of English and if possible, Mathematics to less able pupils throughout the school. The post has been created so that the amount of time these pupils spend with one member of staff studying basic subjects can be increased.
Required for September.
Apply by letter to the Headteacher giving full curriculum vitae and two referees.

THURNSCOE COMPREHENSIVE SCHOOL
CLAYTON LANE, THURNSCOE, ROTHERHAM
(Mixed 11 to 19, 940 pupils)
Headteacher D. P. Owen, B.Sc.
Required for Easter or September.
Mathematics Specialist (Scale 1)
to teach at all age and ability levels.
A subsidiary interest in Art or Outdoor Education would be welcome but is not essential.

KIRK BALK COMPREHENSIVE SCHOOL
HOYLAND, BARNSLEY
Headteacher R. Hilton, B.A.
Teacher of Girls P.E. (Scale 1)
Hockey specialist preferred.
Teacher of History (Scale 1)
All subsidiary subjects will be considered.
Apply by letter to the Headteacher giving full curriculum vitae and two referees.

BARNSLEY
Metropolitan Borough

SECONDARY Science continued

SUTTON
(London Borough of)
GAYNESFORD HIGH SCHOOL
Welbeck Road, Carshalton, Surrey SM5 1LP
HEAD of SCIENCE. Scale 4, required for September for this live-form entry developing High School. Facilities good. The school is housed in modern buildings in pleasant grounds.
Physics, Chemistry and Biology are taught to "O" level and C.S.E. This is an opportunity for an enthusiastic person to organize the whole department and develop science teaching to "A" level.
Carshalton is a pleasant town on the edge of Surrey green belt, within one hour from the Coast, and 30 minutes from the West End.
Please write to the Head giving details of qualifications and experience and the names and addresses of two referees.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
PILGRIM UPPER SCHOOL
Brickhill Drive, Bedford
(Group 13)
Required for September, 1977, MASTER or MISTRESS for GENERAL SCIENCE. Scale 2. A person with broad qualifications who will develop syllabuses in General or Integrated Science at C.S.E. and non-examination level is required.
Pilgrim School is situated in North Bedford and is an Upper School (roll 1,370, Sixth Form 260) developing from a large and successful grammar school.
Application forms and further details available from the Headmaster (stamped addressed envelope). Closing date, 4th April, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LUTON SIXTH FORM COLLEGE
Bradgers Hill Road, Luton LU2 7EW
Principal, Dr. L. Martindale
Estimated roll of College 980
CHEMISTRY—Scale 2 post—required for September, 1977:—
Well-qualified GRADUATE to assist at all levels in this open-access Sixth-Form College.
All staff are expected to take part in the College's programme of Complementary Studies.
Some assistance with accommodation may be possible.
Application forms obtainable from the Principal (stamped addressed envelope, please).

BRADFORD
SAINT JOSEPH'S COLLEGE
(Direct Grant Grammar School: 1,000 girls: Sixth Form 300
GRADUATE required to teach BIOLOGY as a member of a large department teaching to "O", "A" and "S" levels.
Application forms available from the Headmistress, Saint Joseph's College, Bradford BD5 7AP.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
OUSEDALE SCHOOL
Newport Pagnell
(Mixed Comprehensive
Approximately 980 on roll)
Required for September, 1977, an experienced TEACHER of CHEMISTRY willing to offer G.C.E. "A" level immediately and willing and capable of teaching "O" level Physics in addition if called upon. The person appointed will be required to take responsibility within the department for the teaching of Combined Science in the Lower School. Graduate preferred. Scale 3 post. The school is situated on a most attractive site just outside the new city of Milton Keynes. Subject to the County Councils' regulations, removal expenses up to £158 and board and lodging allowances will be payable.
Application forms obtainable from the Head, Ousedale School, The Grove, Newport Pagnell, Bucks MK16 0BJ, on receipt of a stamped addressed foolscap envelope.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
BEACONSFIELD HIGH SCHOOL
Wattleton Road, Beaconsfield HP9 1RR
Headmistress: Miss E. A. Taylor, B.A.
(Number on Roll: 730 Girls)
Required for September, an experienced, well qualified GRADUATE to share in the teaching of CHEMISTRY throughout the school to G.C.E. "O" and "A" levels and to give some assistance in the general running of the department. Nuffield schemes of work are catered for in well equipped laboratories. A Grade 2 or 3 responsibility allowance would be payable, according to qualifications and experience.
Removal expenses up to £150 payable in approved cases.
London area fringe allowance of £150 in addition to Burnham salary.
Full details of the post will be sent on receipt of a stamped, addressed envelope. Applications by letter, as soon as possible to the Headmistress, giving full details of education, training, teaching experience, general interests and the names/addresses of three referees.

DORSET
PARKSTONE? UPPER SCHOOL
[illegible], Wimborne, Dorset
Telephone (0204) 87124324
(Co-educational Comprehensive, 13 to 18, 1,100 on roll)
Required for September, 1977: TEACHER to join well established department offering three levels of SCIENCES, to teach students of all levels of ability. Work to C.S.E. "O" and "A" and C.S.E. Well equipped laboratories. Applicants must be able to offer Biology with some subsidiary Chemistry. Newly qualified candidates should not be deterred from applying for a Scale 1 post. Assistance with removal and legal expenses.
Applications by letter to the Headmaster as soon as possible, giving details of age, qualifications and experience, together with the names of two referees. Further particulars stamped addressed envelope please.

DORSET
KEMP WELCH SCHOOL
Herbert Avenue, Parkstone, Poole
(1,350 pupils. Mixed, aged 12 to 16 years)
Required September, 1977. SCIENCE TEACHER, Scale 2 for suitable applicant. Experience of "O" level and C.S.E. chemistry essential, together with the ability to teach Integrated Science.
Assistance with removal and legal expenses.
Please write (stamped addressed envelope) or telephone school (Parkstone 738300) for details of school and application form, closing date April 1.

DURHAM
COUNTY COUNCIL
BISHOP BARRINGTON COMPREHENSIVE SCHOOL
Bishop Auckland
(11 to 18 years 10 form entry)
PHYSICS. Salary Scale 2. GRADUATE required for September 1977 with subsidiary CHEMISTRY to supervise Lower School General Science and able to teach to C.S.E./"A" level.
Stamped addressed envelope for application form and further particulars to Area Administrative Officer, Area Education Office, Kingsway, Bishop Auckland.
Closing date for applications 4th April, 1977.

ESSEX
THE BRAMSTON SCHOOL
(Roll 1,460)
Spinks Lane, Witham
Tel.: Witham 512911
SECOND IN SCIENCE
Scale 3
A graduate Physicist is sought for this post. The Sciences are well established to "O" and C.S.E. levels, and Advanced work is developing as the Sixth Form grows.
Closing date: 1st April.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

HAMPSHIRE
FARNBOROUGH (SIXTH FORM) COLLEGE
Prospect Avenue, Farnborough
(Comprehensive mixed 16 to 19, number on roll 600)
Required for September, 1977 BIOLOGY GRADUATE (graded specialist) to teach "A", "O" and C.S.E. classes throughout the college.
Applications (no forms) to the Principal by 30th March, 1977.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
GAYNES SCHOOL
Brackendale Gardens
Upminster, RM14 3UX
(Roll 1,071: Co-educational)
Required September 1977: TEACHER of PHYSICS to "O" and "A" levels. The successful applicant will also be required to teach C.S.E. Physics and, if possible, offer either Chemistry or Biology. Scale 3 post can be offered to the right candidate.
There is a scheme for removal expenses.
Letters of application to the Head Teacher, giving full curriculum vitae and quoting two referees.

LEICESTERSHIRE
THOMAS ESTLEY COMMUNITY COLLEGE
Station Road, Broughton Astley, Leics.
(Roll 299)
BIOLOGY up to Scale 2
TEACHER to join team developing resource-based curriculum.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

LONDON, S.W.19
KING'S COLLEGE SCHOOL
Wimbledon Common SW19 4TT
Required for September, 1977:—
A GRADUATE to teach BIOLOGY and some CHEMISTRY. Applicants should be well qualified to teach at all levels from 11 to 18 but previous teaching experience is not an essential. The ability to coach games (especially rowing) will be an advantage.
Starting salary on K.C.S. Scale 1 (equivalent to Burnham Scale 2). Accommodation available: staff loan scheme for housing.
Applications, with curriculum vitae and the names of two referees, to the Headmaster.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RAYNES PARK HIGH SCHOOL FOR BOYS
Bushey Road, SW20 0JL
Headmaster:
Mr. J. H. Butler, M.A.
(age range: 13 to 18 years)
Required, September, 1977, a TEACHER in charge of PHYSICS. Scale 2 or 3 according to experience. There is a very well developed department with teaching across the full ability range and an excellent record of Oxbridge Entries and Awards.
The vacancy is due to promotion.
London Allowance £402. Legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmaster, on receipt of a stamped addressed envelope, to whom the forms should be returned by 30th March, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
GEDLING COMPREHENSIVE SCHOOL
Wollaton Avenue, Gedling
Nottingham NG4 4HX
Headmaster, W. B. Higham B.Sc.
Mixed, 1,000 (11-18)
Easter or September, HEAD of Lower School Science (Scale 2) to take charge of SCIENCE in forms 1 and 2. Familiarity with Schools Council 9-13 Project an advantage.
New laboratories in pleasant building on the eastern outskirts of Nottingham.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

RICHMOND UPON THAMES
(London Borough of)
GREY COURT SCHOOL
Ham Street, Ham, Richmond, Surrey, TW10 7HN
Required for the summer term only, i.e., 27th April, 1977 to 31st August, 1977 unestablished full-time TEACHER to be in CHARGE of BIOLOGY. Scale 2, organizing the teaching of Biology throughout the school and liaising with the Head of Science. Experience in Nuffield Combined Science desirable.
Forms (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Acting Headmistress at the school immediately.

SHROPSHIRE
EDUCATION COMMITTEE
OLLERTON PARK SCHOOL
Orleton Lane, Wellington, Telford
TEACHER of BIOLOGY (Scale 1) September, 1977. Second in department (Scale 1) to be selected from existing staff in near future.
Further details from Head (stamped addressed envelope).

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Company)
London Road, Guildford, Surrey GU1 1SJ
Required in September, experienced CHEMISTRY GRADUATE, to teach the subject to Advanced and University Entrance level in a lively Science Department. There are good laboratories and technical assistance. This is a Scale 2 post.
Apply by letter to the Headmistress with full curriculum vitae and names of two referees.

WEST SUSSEX
SOUTHERN
DAVISON C.E. (CONTROLLED) HIGH SCHOOL FOR GIRLS
Selborne Road, Worthing
670 on roll 12 to 16 years
For September, TEACHER, preferably GRADUATE to join Science Department (Scale 2). PHYSICS with CHEMISTRY "O" level, C.S.E. Chemistry Physical Science and General Science and Nuffield in Lower and Middle School.
Apply by letter to Headmistress giving full details and names of two referees.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977:
MORETON SCHOOL
Headmaster: R. Pask, B.A.
SCIENCE, Scale 2. Well qualified and experienced TEACHER of GENERAL SCIENCE, with ability to develop C.S.E./G.C.E. PHYSICS course in this new 11 to 18 mixed comprehensive school, which opened in September, 1976.
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DT, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope, please).

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
Required for September, 1977, two TEACHERS of SCIENCE. A Physicist able to take some chemistry and a Biologist also able to teach chemistry. It would be an advantage if one of these posts was filled by a teacher willing to spend most of his time with lower ability groups.
Application forms and further details available from the Headmaster of the school. Stamped addressed envelope please.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
HARLINGTON UPPER SCHOOL
Harlington, Dunstable
(9 Form Entry Co-educational 13 to 18)
Required, September, 1977, for a Scale 1 post within the Science Department of this purpose built developing school:
GRADUATE willing to teach PHYSICS to G.C.E. "O" and C.S.E. level and GENERAL SCIENCE to C.S.E. level. An interest in electronics would be an advantage.
Application forms and further particulars available from the Headmaster. Closing date March 30, 1977. Stamped addressed envelope please.

BIRMINGHAM 32
KING EDWARD'S FIVE WAYS SCHOOL FOR BOYS
Scotland Lane
(Voluntary aided grammar 600 boys, 120 in sixth form)
Attractively situated near south-west city boundary
Required for September, TEACHER of BIOLOGY to "O" and "A" Levels and combined science (Junior forms). Willingness to help with games and extra-curricular activities welcomed.
Apply before 28th March to the Headmaster, including a detailed curriculum vitae and the names and addresses of referees.

BRADFORD
SAINT JOSEPH'S COLLEGE
(Direct Grant Grammar School: 1,000 girls: Sixth Form 300)
GRADUATE required to teach BIOLOGY as a member of a large department teaching to "O", "A" and "S" levels.
Application forms available from the Headmistress, Saint Joseph's College, Bradford BD5 7AP.

BRENT
(London Borough of)
AYLESTONE HIGH (MIXED) SCHOOL
Aylestone Avenue NW6 7AR
(Roll 1,600, 11 to 18, 250 in Sixth Form)
Multi-cultural, Social Priority, comprehensive school.
Headmaster, Brian Farminer, B.A.
Required from September. All applicants are invited to visit the school informally.
TWO TEACHERS for the SCIENCE DEPARTMENT (Scale 1). Some interest in Integrated Science would be a recommendation.
KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue NW9 9JR
(Situated in very pleasant surroundings)
(Roll 1,785, 11 to 18, 270 in the Sixth Form)
Required from September:
TEACHER of CHEMISTRY to join a well equipped successful Science Department. Applicants should be able to offer the subject to "A" level, be willing to participate in Mode 3 Integrated Courses and teach Combined Science in the Junior part of the school. Chemistry is a popular subject at both "O" and "A" levels. Opportunity for the successful candidate to become Second in the Chemistry Department. Scale 1.
TEACHER to join a well-equipped successful Science Department. Applicants should be able to teach COMBINED SCIENCE in the junior part of the school and BIOLOGY in the Senior School.
There is the opportunity to participate in C.S.E. and G.C.E. work. Scale 1.
London Allowance of £403 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc. travelling and lodging allowances.
Candidates should apply by letter to the Head at the School within seven days giving age, present post, qualifications, experience and referees.

BRENT
(London Borough of)
AYLESTONE HIGH (MIXED) SCHOOL
Aylestone Avenue NW6 7AO
(Roll 1,600, 11 to 18, 250 in Sixth Form, multi-cultural, Social Priority, comprehensive school)
Headmaster, Brian Farminer, B.A.
Required from Summer Term. All applicants are invited to visit the school informally.
TEACHER for SCIENCE (Scale 1). Some interest in Integrated Science would be a recommendation.
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside N.W.2
(Roll 827)
This new 6 Form entry comprehensive school opened September, 1974, with only a first year, and will have its fourth first-year intake in September, 1977. It is supplied with the most modern equipment and specialised accommodation in all departments. The school is situated in very pleasant surroundings and comprises a main three storey block, Sports Hall, large playing field and self-contained staff area. A Sixth Form block is to be built next year.
Required from September
INTEGRATED SCIENCE TEACHER (Scale 1) to join enthusiastic Department. The post would suit a probationary teacher who is interested in developing new approaches to mixed ability teaching. Excellent facilities, including four laboratories, greenhouse, animal house, dark room. Adjacent to the school is an open space and Gladstone Park. The first and second year course is drawn from Nuffield Combined Science, Scottish Integrated Science and Science five to 13. It is mainly based on work sheets with a small amount of open-ended work. The Third Year have commenced a three year course based on Nuffield Secondary Science. This can lead to C.S.E. Mode 3 in Integrated Science. We will also be commencing "O" level and C.S.E. courses in separate Sciences in September. Classes are block-timetabled for Science, with an average group size of 20. We would be particularly interested in applicants who would be capable of teaching Chemistry in the 4th Year.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and referees.

BRISTOL
BRISTOL CATHEDRAL SCHOOL
(H.M.C., Direct Grant going Independent, 420 boys and 120 in Sixth Form)
College Green, Bristol BS1 5TS
Required for September 1977, HONOURS GRADUATE, to teach CHEMISTRY and some BIOLOGY in very strong Science Department. Willingness to help with games, particularly Rugby Football or cricket an advantage.
Scale post available for suitably experienced candidate.
Applications, including a full curriculum vitae and the names of two referees, to the Headmaster (from whom further details are available) as soon as possible.

BROMLEY
(London Borough of)
ST. JOSEPH'S R.C. SCHOOL FOR BOYS
Sevenoaks Road, Orpington, Kent
Required for September, or earlier, a CHEMIST to complete the SCIENCE DEPARTMENT. Some subsidiary Mathematics and ability to join in the religious life of the school, and to contribute to out-of-school activities desirable.
Boys, aged 11-18, are taught in a broad band of ability and are prepared for C.S.E., "O" and "A" level exams. Scale post available for suitably qualified and experienced Teacher although applications from newly qualified graduates welcome.
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London Area.
Applications, stating names and addresses of two referees, to the Headmaster, Mr. O. M. Richards, M.A.(Oxon.), M.Sc.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
THE LADY VERNEY HIGH SCHOOL
Benjamin Road, High Wycombe
Headmistress: Miss H. Billinton, M.A.
(Number on roll 700 girls aged 13 to 18)
Required for September, qualified TEACHER of BIOLOGY able to share in the teaching of this subject up to "A" level, and also in elementary General Science in Junior forms.
Removal expenses up to £150 and housing allowance pending removal are payable in approved cases.
Application forms from the Headmistress to be returned not later than two weeks of this advertisement (stamped return envelope please).

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
OUSEDALE SCHOOL
Newport Pagnell
(Mixed Comprehensive — approximately 980 on roll)
Required for September, 1977, a TEACHER of CHEMISTRY willing to offer G.C.E. "A" level immediately and willing and capable of teaching "O" level Physics in addition if called upon. Graduate preferred. Scale 1 post. The school is situated on a most attractive site just outside the new city of Milton Keynes. Subject to the County Council's regulations, removal expenses up to £158 and board and lodging allowances will be payable.
Application forms obtainable from the Head, Ousedale School, The Grove, Newport Pagnell, Bucks MK16 0BJ, on receipt of a stamped addressed foolscap envelope.

CAMBRIDGESHIRE
CAMBRIDGE AREA
COMBERTON VILLAGE COLLEGE
(11 to 16 Comprehensive 880 on roll)
BIOLOGIST is required in this expanding Village College for September 1977 (Scale 1). Duties will include teaching BIOLOGY up to "O" level and COMBINED SCIENCE in the Lower School.
Facilities are excellent.
Further details may be obtained from the Warden (stamped addressed envelope please) to whom applications giving full curriculum vitae and names of two referees should be returned by April 4th.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
NEWQUAY TREVIGLAS SCHOOL
Newquay, Cornwall TR7 3JA
(Group 10; 11 to 18 comprehensive; number on roll 950)
Headmaster: R. E. Nower, B.A.
SCIENCE, Scale 1.
For September, 1977, TEACHER of PHYSICS plus combined Science to Junior Forms.
Applications should be made by letter (no forms) and should include curriculum vitae and names and addresses of two referees. Further details will be sent from the school upon receipt of a stamped addressed envelope.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR9 7AL
Tel: 01-656 0222
Possible, 19th April, 1977
Required for Summer Term, BIOLOGY TEACHER (temporary in the first instance) to join the Natural Sciences Department. Excellent working conditions, with adequate technical assistance.
Salary, Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
DRONFIELD HENRY FANSHAWE SCHOOL
Dronfield,
Sheffield, S18 6XO
990 Mixed (including 205 in Sixth Form)
For September, TEACHER of PHYSICS and MATHEMATICS, or CHEMISTRY, at this Senior Comprehensive, which takes pupils at the age of 14, and provides courses at all levels up to and including "A" level. Scale 1.
Applications by letter, with curriculum vitae and details of two referees, to the Headteacher at the School.

DERBYSHIRE
FLOWNE? SCHOOL
Houghton Lane, Elowna? Chesterfield
(Number on roll 800: 11 to 18 years)
For September, BIOLOGY SPECIALIST to teach the subject to C.S.E. and G.C.E. "O" and "A" levels.
Applications by letter with curriculum vitae and details of two referees to the Headmaster at the school.

DEVON
BIDEFORD SCHOOL AND COMMUNITY COLLEGE
(Roll 1,760)
GRADUATE ASSISTANT TEACHER (Scale 1)
Required September for PHYSICS and Chemistry in this 11 to 18 co-educational Comprehensive school.
Application forms (stamped addressed envelope foolscap required) from Headmaster, returnable by 1st April.

DEVON
TEIGNMOUTH GRAMMAR SCHOOL
1650 Mixed
Required for September GRADUATE BIOLOGY SPECIALIST to teach the subject at all levels. A special interest in Botany is preferred and applicants should be experienced in Field Work. Possibility of Scale 2 appointment for suitable applicant.
Apply as soon as possible by letter to the Headmaster with curriculum vitae, and names of two referees.

DEVON
TORQUAY BOYS GRAMMAR
Barton Road
GRADUATE, Scale 1, required September, 1977, to teach PHYSICS and CHEMISTRY to "O" level in one or both subjects. Ability to help with games an advantage.
Application forms from Headmaster returnable by April 1, 1977.

DORSET
THE PURBECK SCHOOL
Wareham
(13 to 19 Upper School: Group 13: Sixth Form 216)
GRADUATE BIOLOGIST required September, to join a Science staff of eleven, and to teach Biology up to "A" Level and Integrated Science to 13 to 14 age group.
Application form and further details (stamped addressed envelope) from Headmaster.

DORSET
KEMP WELCH SCHOOL
Herbert Avenue, Parkstone, Poole
(1,350 pupils—Mixed—Aged 12 to 16 years)
Required September, 1977. SCIENCE TEACHER (Scale 2 for suitable applicant). Experience of "O" level and C.S.E. chemistry essential, together with the ability to teach Integrated Science.
Assistance with removal and legal expenses.
Please write (stamped addressed envelope) or telephone school (Parkstone 738300) for details of school and application form, closing date 1st April.

DUDLEY
(Metropolitan Borough)
KING EDWARD VI COLLEGE
Lower High Street
Stourbridge, West Midlands DY8 1TD
(16 to 19 co-educational: 650 on roll)
Required for 20th April, 1977 TEACHER of CHEMISTRY or BIOLOGY to "A" level. Temporary appointment until July, 1978, in first instance.
Apply by letter to the Headmaster giving full details.

EAST SUSSEX
COUNTY COUNCIL
HASTINGS GRAMMAR SCHOOL
(700 on roll)
Headmaster: Mr R. H. Henshall, B.A.
Required in September ASSISTANT TEACHER for PHYSICS to "A" Level. Scale 1 post. This is an additional appointment to the Department owing to increased numbers, particularly in the sixth form.
Letters of application to the Headmaster at the school, Parkstone Road, Hastings, within ten days of the appearance of this advertisement.

EAST SUSSEX
COUNTY COUNCIL
HASTINGS HIGH SCHOOL FOR GIRLS
The Ridge, Hastings
Headmistress: Mrs. N. H. Spendlove, B.A., M.A. (Ed.)
Required September for this girls' grammar school, well-qualified BIOLOGY GRADUATE able to teach to "A" level and Chemistry to "O" level. Scale 1 post. Flourishing, well-equipped Science Department and good career prospects.
Application forms and further particulars from Headmistress at the school, to whom forms should be returned as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
HASTINGS SECONDARY SCHOOL FOR BOYS
Priory Road, Hastings
Headmaster: Mr A. T. Kimber, M.A.
Required September, TEACHER to take CHEMISTRY to "O" Level with possibility of some "A" Level work. The post may entail a little Physics in C.S.E. standard. Assistance with games and extra-curricular activities would be helpful. Scale 1 or 2 for suitably experienced candidate.
Application forms (returnable by 1st April, 1977) from the Headmaster of the school.

EAST SUSSEX
SEAFORD HEAD SCHOOL
(Comprehensive 1,100 Mixed)
Required in September TEACHER of BIOLOGY. Scale 1. Well equipped laboratories, good opportunities for field work.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Seaford Head School, Arundel Road, Seaford (foolscap stamped addressed envelope).

ESSEX
THE PARK SCHOOL
SCIENCE
For details of School and post see separate ... also ... block advert under Deputy Heads.

ESSEX
MAYFLOWER SCHOOL
(Roll 1,551: Sixth Form 180-plus)
Stock Road, Billericay CM12 0RT
Tel.: Billericay 51712/3
PHYSICS
Vacancy April or September. GRADUATE or (industrial experience an advantage for teaching of PHYSICS with an engineering-electronic bias to "A" level. Fringe Area Allowance £150. Application forms and further particulars may be obtained from the Head at the school, to whom completed application forms should be returned.
ST. PETER'S HIGH SCHOOL
(Roll 1,440, 11-19 mixed)
Burnham-on-Crouch
Tel.: Maldon 782377
CHEMISTRY
Required in September, TEACHER of CHEMISTRY with some Combined Science. Good facilities available with well established courses to "A" level.
Applications by letter, stating special interests and quoting referees, to the Headmaster at the school as soon as possible.

GLOUCESTERSHIRE
NEWENT SCHOOL
Newent, [illegible]
(Group 11 Comprehensive)
The SCIENCE DEPARTMENT is seeking a PHYSICS or CHEMISTRY TEACHER who is also interested in the development of combined courses throughout the age and ability range in this well established 11-18 rural comprehensive school to commence on 1st September.
Applications by letter (no forms) to the Headmaster. Stamped addressed envelope for further details.

GWENT
MONMOUTH SCHOOL FOR GIRLS
(Day and Boarding School of 500 Girls: Haberdashers' Foundation)
Required in September, 1977, a member of staff to teach CHEMISTRY to Ordinary and Advanced level.
Scaled post. Previous experience preferred.
Apply to the Headmistress with copies of testimonials and names and addresses of two referees.

HAMPSHIRE
FRIARS SCHOOL
London Road, Alton
11 to 16 Comprehensive Mixed
Number on roll 900
plus 114 in Sixth Form
For September:—
Scale 1—SCIENCE. Chemistry preferred—state other disciplines.
Stamped addressed envelope to Head for details. Housing accommodation in suitable cases.

HAMPSHIRE
RINGWOOD SCHOOL
Manor Road, Ringwood, Hants
Comprehensive 11-16
Number on roll, 1,057
Scale 1, SCIENCE, preferably with Rural Studies experience. Required for Summer Term.
Stamped addressed envelope to Head for details.

HAMPSHIRE
THE JOHN HANSON SCHOOL
Crove Close, Andover
Comprehensive mixed 11-16
Number on roll, 812
Required for 1st September, 1977, Scale 1, SCIENTIST (Chemist/Biologist).
Stamped addressed envelope to Head for details.

HAMPSHIRE
THE WESTGATE SCHOOL
Cheriton Road, Winchester SO22 5AZ
(Years 1 to 4 comprehensive mixed; year 5 grammar school; number on roll 870)
For Summer Term or September, Scale 1 COMBINED SCIENCE with CHEMISTRY to "O" level.
Stamped addressed envelope to Head for details.

HAMPSHIRE
THE WYVERN SCHOOL
Botley Road, Fair Oak, Eastleigh
11-16 Comprehensive Mixed
Number on roll 1,250
Scale 1—PHYSICS
Stamped addressed envelope to Head for details.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
FRANCIS? [illegible] PARK SCHOOL
[illegible] Road, Hornchurch, RM11 3XB?
(Roll 900, Co-educational)
Six form entry, 11 to 18 Mixed Comprehensive, Sixth Form 160
Required September, 1977
TEACHER for the SCIENCE DEPARTMENT of this developing single-site school. This is a strong department providing a wide variety of courses: Nuffield approaches are used in the separate sciences and Combined Science, whilst a new C.S.E. Mode 3 course on science in everyday life is also offered.
The school has eight laboratories and a science lecture room.
The post would suit a Physics specialist able to teach the subject to "O" and "A" levels, but willing and able to assist with Combined Science for younger pupils and the C.S.E. Mode 3 course.
There is a scheme for removal expenses.
Letters of application to Headteacher giving full curriculum vitae and quoting two referees.

HERTFORDSHIRE
COUNTY COUNCIL
THE HOWARD SCHOOL
Welwyn Garden City, Gahen Grove
(Five-form entry, all ability, 11 to 18; co-educational)
Required for September, 1977, TEACHER of PHYSICS. The subject is taught throughout the school to "A" level. There are two well-equipped laboratories.
Applications (no forms) should be made to the Headmaster, giving full details and names of two referees.

HERTFORDSHIRE
ST. [illegible] SCHOOL
Harpenden
Voluntary Aided, Co-educational
Group 10
TEACHER of PHYSICAL SCIENCES possibly with some MATHEMATICS, required for September.
Apply Headmaster with curriculum vitae and names of two referees.

HILLINGDON
(London Borough of)
SWAKELEYS SCHOOL
Clifton Gardens, Hillingdon, Uxbridge, UB10 0EJ
(Number on roll 932, 100 in Sixth Form)
Head Teacher, Miss E. Sutherland
Required as soon as possible—TEACHER of SCIENCE (General Science) with Biology/Human Biology, for this five-form entry girls' comprehensive school with a joint sixth-form centre for over 200 pupils shared with the adjacent boys' school.
Excellent laboratory facilities.
Apply by letter enclosing stamped addressed envelope to the Headmistress, Swakeleys School, Clifton Gardens, Hillingdon, Middlesex UB10 0EJ.
London allowance payable.
Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

SECONDARY Science continued

HILLINGDON
(London Borough of)
HAYES MANOR SCHOOL
Wood End Green Road, Hayes, Middlesex UB3 2SE
(Number on roll 628: 115 in Sixth Form)
Head Teacher: B. Tollitt, B.A.
Required for April or September, 1977
TEACHER to offer PHYSICS throughout the school—Combined Science is taught in the lower school.
There are good facilities in this six-form entry comprehensive school developing from a three-form entry grammar school. There is a strong Sixth Form.
Application forms from and returnable to the Head Teacher (stamped addressed envelope).
London allowance payable.
Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

HILLINGDON
(London Borough of)
BISHOPSHALT GRAMMAR SCHOOL
Royal Lane, Hillingdon, Uxbridge, Middlesex UB8 3RF
(Number on roll 850: 168 in Sixth Form)
Head Teacher: L. Rather, B.A. Phd.
Required for September, 1977
SCIENCE TEACHER to teach Nuffield PHYSICS up to "O" level, together with Combined SCIENCE for years one and two.
The school is to take its first all-ability intake in September, 1977, and in preparation for this a new Science block is at present under construction.
It is hoped that the successful applicant will make a full contribution to the school's wide range of extra-curricular activities.
Apply to the Headmaster, giving the names and addresses of two referees and stating qualifications and experience.
Please enclose a stamped addressed envelope.
London allowance payable.
Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE GRAMMAR SCHOOL FOR GIRLS
Deakin Leas, Tonbridge, Kent
(700 girls on roll including 231 in the Sixth Form)
Required for September, 1977, a GRADUATE ASSISTANT (Scale 1) in the CHEMISTRY DEPARTMENT to teach throughout the school to Ordinary and Advanced levels. A beginner would be considered. The Nuffield Combined Science course is used in the first two years. This is a strong Science Department with good facilities.
Please apply to the Headmistress at the school, giving a curriculum vitae and the names and addresses of two professional referees.

MEDWAY DIVISION
CHATHAM SOUTH SECONDARY SCHOOL
Letchworth Avenue, Chatham
(Mixed; 600 on roll)
Telephone: Medway 404277
Required for September, 1977, a TEACHER of BIOLOGY with the interest and ability to teach additionally Nuffield Secondary Science to mixed-ability groups in the lower part of the school.

A teacher with some experience is sought but applications are also invited from students seeking their first appointment.
An involvement in the pastoral work of the school will be expected and assistance with games or other extra-curricular activities would be an additional recommendation.
The school opened in September, 1975, and is situated in a pleasant residential area on the outskirts of Chatham.
Apply by letter to the Headmaster immediately giving the names and addresses of two referees, or telephone for further information.

CANTERBURY DIVISION
ST. ANSELM'S R.C. (AIDED) SECONDARY SCHOOL
(Mixed, roll 700)
ASSISTANT TEACHER for SCIENCE (Scale 2 post) from April. Chemistry specialist preferred.
Applications with two referees to the Headmaster, St. Anselm's R.C. Secondary School, Old Dover Road, Canterbury, Kent.

MAIDSTONE DIVISION
SENACRE SCHOOL
Maidstone
Required, September 1977, to join a friendly and expanding Science Department, TEACHER for GENERAL SCIENCE, Scale 1. The person appointed should be willing to teach boys and girls of all ages and abilities up to C.S.E. and "O" level standard. Preference will be given to candidates who can also offer some assistance with teaching Physics and Chemistry. The post would offer extremely good experience in a well-organized department with good facilities to a college leaver.
Application forms and further details from the Headmistress.

SHEPWAY DIVISION
SOUTHLANDS SCHOOL
New Romney
(Founded 1940)
Southlands School is a developing 11 to 18 comprehensive with about 1,300 boys and girls, taking all the children of Romney Marsh. New Romney is a pleasant historic town close to the sea. There are extensive new buildings nearing completion and the school is set in ample playing fields.
A TEACHER is required for September to share in the teaching of COMBINED SCIENCE in the Lower School and to make a contribution to the teaching of Chemistry in the Upper School. A new laboratory suite will be opened in August. All the work of the Science Department is Nuffield based.
Apply by letter to the Headmaster, giving details of qualifications, experience and interests, together with the names of two referees.

KINGSTON upon Thames
(Royal Borough of)
TIFFIN SCHOOL
Queen Elizabeth Road
Kingston upon Thames KT2 6RL
(A Voluntary Controlled Grammar School of 830 boys, 275 in the Sixth Form)
Required in September, a well-qualified young GRADUATE to teach BIOLOGY throughout the School, including a share of work in the Sixth Form teaching Zoology to "A" and "S" level. A willingness to assist with coaching rowing, games or school societies would be welcome.
Salary: Burnham Scale 1, plus London Allowance.
Applications immediately to the Headmaster at the School, together with full curriculum vitae and names of three referees.

LINCOLNSHIRE
NORTH HYKEHAM
THE NORTH KESTEVEN SCHOOL
Burnham Scale 1 £2,565 to £4,056
Number on roll 1,250
Required from 20th April, 1977, or as soon as possible thereafter, a TEACHER of SCIENCE, particularly CHEMISTRY. The present holder of the post teaches General Science in the lower part of the school and to C.S.E. level as well as Chemistry to G.C.E. "O" and "A" levels. This is a Scale 1 appointment and could be filled either on a temporary or permanent basis.
The school is fully comprehensive and is situated in North Hykeham, a residential area one mile south of the Lincoln City boundary.
Applications by letter (no forms) together with the names of two referees should be sent to the Headmaster at the School, Moor Lane, North Hykeham, Lincoln LN6 9AG, as soon as possible. The Headmaster would be pleased to supply further information regarding the post on request. Closing date [illegible].

LONDON
ST. MARY'S C.E. COMPREHENSIVE SCHOOL
Bishops Avenue, London, S.W.6
Headmaster, Dr. F. Harper Smith
SCIENCE TEACHER required at Easter or as soon as possible, for a temporary post in the Upper School. Likely to last at least a term.
Particulars and application forms from the Headmaster at the school.

NEWCASTLE UPON TYNE
(City of)
EDUCATION COMMITTEE
RUTHERFORD SCHOOL
MATHEMATICS and SCIENCE TEACHERS
Required for September, 1977, suitably qualified and experienced TEACHERS for appointment to two Scale 1 posts for MATHEMATICS and SCIENCE, at this county co-educational comprehensive school.
(Please state other subjects offered). The ability to coach swimming would be an advantage.
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PU to be returned to the Headmistress, Rutherford School, West Road, Newcastle upon Tyne NE4 9LU within 14 days of the appearance of this advertisement.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
KING EDWARD VII GRAMMAR SCHOOL
Gaywood Road, King's Lynn, Norfolk
(630 boys)
Required for September, 1977, Scale 1 or 2—PHYSICS GRADUATE to share teaching to "A" and "S" levels. Interest in electronics would be an advantage. Scale 2 post available for suitably qualified and experienced candidate.
Excellent opportunity for recently qualified teacher to join a successful department.
Application forms and further details may be obtained by sending a stamped and addressed envelope to the Head Teacher at the school. Removal expenses are paid in accordance with the Authority's scheme.

NORFOLK
COUNTY COUNCIL
ORIEL GRAMMAR SCHOOL
Number on roll 721
Oriel Avenue, Gorleston, Great Yarmouth NR31 7JJ
Required for September:—
TWO TEACHERS each for any one or a combination of the following: PHYSICS, SCIENCE, MATHEMATICS, TECHNICAL DRAWING. Teaching to all levels according to qualifications and experience.
Application forms only obtainable by sending a stamped addressed envelope to the Head Teacher. Receipt of applications will not be acknowledged.

NORFOLK
COUNTY COUNCIL
EDUCATION COMMITTEE
Required for September, 1977—STANFORTH? SCHOOL, Thetford
Scale 1—GENERAL SCIENCE or PHYSICS to "O" level.
Application forms may only be obtained by sending a stamped addressed foolscap envelope to the Area Education Officer, Southern Area Education Office, Canterbury Way, Thetford, Norfolk IP24 1HA.

NORTH YORKSHIRE
(County of)
SELBY GRAMMAR SCHOOL
615 pupils, co-educational
Required for September, 1977
TEACHER of BIOLOGY at all levels for a suitably qualified candidate with CHEMISTRY to "O" level. Scale 1 post.
Applications should be made by letter, without delay, to the Headmaster, the Grammar School, Leeds Road, Selby, North Yorkshire, YO8 0HT, giving qualifications, experience (if any) and the names and addresses of two referees. Reference should also be made to the contribution that would be offered to the extra-curricular life of the school.
This is a suitable post for a first appointment. Please enclose a stamped addressed envelope.

NORTHAMPTONSHIRE
BISHOP STOPFORD C.E. SCHOOL
Headlands, Kettering, Northants. NN15 6BJ
A graduate TEACHER of CHEMISTRY is required from September 1977 (Scale 1). Combined Science is taught in the first year, followed by Nuffield Physics, Chemistry and Biology. The new post is envisaged to be second in Chemistry, sharing the Nuffield work and taking responsibility for the G.S.E. Course in years 4 and 5. Initially there is a need for some part of the teaching to be spent in the Mathematics Department, at a level suited to the teacher appointed.
Application forms and further details from Headmaster (stamped addressed envelope).

NORTHAMPTONSHIRE
RUSHDEN BOYS SCHOOL
Hayfield Road, Rushden, Northants. NN10 9QH
Required September 1977: ASSISTANT for SCIENCE DEPARTMENT, Scale 1, in this expanding 11 to 18 Comprehensive School.
Nuffield Science in Years 1 and 2 with some General Science to C.S.E.
Application forms and further details from the Headmaster (stamped addressed envelope).

NORTH YORKSHIRE
(County of)
NORTON SCHOOL
(750 Mixed)
Required for September, 1977 — TEACHER of PHYSICAL SCIENCE (Physics and Chemistry), Scale 1, mainly for junior classes. Syllabuses are Nuffield based, subsidiary Biology would be helpful. Examination work to "O" level available later for a suitably qualified applicant.
Norton School is a fully comprehensive school taking all pupils aged 11 to 16 years from the surrounding rural areas, midway between York and Scarborough. Modern buildings with five laboratories.
Application form and further details from (stamped addressed envelope, please) the Headmaster, Norton School, Langton Road, Norton, Malton, North Yorkshire, YO17 9PT.

NOTTINGHAMSHIRE
QUEEN ELIZABETH'S BOYS SCHOOL
Mansfield
(Voluntary Aided, Group 10)
Headmaster, J. H. M. Setchell, M.A., B.Litt.
Required for September, 1977, a SCIENCE TEACHER to take BIOLOGY, Combined Science and Environmental Science.
The school is a 13-18 Comprehensive School, which has evolved from an old established selective Grammar School.
This post is on a one year short term fixed contract which may be renewable.
Application forms and further particulars can be obtained from the Headmaster at 100, Chesterfield Road South, Mansfield, Notts. and should be returned by the 30th March, 1977.

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
JOHN BEDDOES SCHOOL
Presteigne, Powys
Required for September, 1977, GRADUATE to teach CHEMISTRY to "O" and "A" levels, and to assist in the teaching of Junior GENERAL SCIENCE. A Scale 2 post is available for a suitably qualified and experienced candidate. (Reference: 23.C.7.)
The School is a four-form entry 11 to 18 comprehensive and has five well-equipped laboratories.
Application forms together with further details may be obtained from the Headmaster, The John Beddoes School, Presteigne, Powys, upon receipt of a stamped addressed envelope, to whom completed application forms should be returned by 15th April, 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

REDBRIDGE
(London Borough of)
ILFORD COUNTY HIGH SCHOOL FOR BOYS
Fremantle Road, Barkingside, Ilford IG6 2JB
Telephone: 01-550 2581
Head, Mr. F. C. Young, O.F.C., B.Sc., J.P.
Suitably qualified and experienced GRADUATE TEACHER of PHYSICS (Scale 1) required from 19th April to teach the subject up to "A" level in this large grammar school for boys of high ability. Applications for September or a temporary appointment for the Summer Term will also be considered. Outer London Allowance is payable.
Further details and application forms are available from the Headmaster at the school.

REDBRIDGE
(London Borough of)
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford IG3
Tel: 01-584 9535?
Head, Miss M. B. Evans, M.A.
Required for the Summer Term, a qualified graduate TEACHER of BIOLOGY and some lower school GENERAL SCIENCE (Scale 1) in this 11 to 18 mixed comprehensive school. There is the possibility of a permanent post in September for a suitable candidate. Outer London Allowance is payable.
Further details and application forms available from the Headmistress at the School.

Cyngor Sir DYFED County Council — EDUCATION COMMITTEE

VACANCIES IN THE SECONDARY SCHOOLS OF THE LLANELLI AREA

The following posts are available as part of the reorganization of secondary education into comprehensive schools in the Llanelli area for September, 1977.

(I) CRAIG COMPREHENSIVE SCHOOL (formerly Llanelli Boys' Grammar School), 11-18 Mixed Comprehensive of 1,150 children.
(A) Graduate to teach PHYSICS to "A" level. Scale 1.
(B) Person to teach METALWORK/WOODWORK to CSE/GCE "O" level and to assist with Engineering Drawing. Scale 1.
(C) Person to assist with the TEACHING OF SCIENCE in the Lower and Middle School. Scale 1.

(II) CLAN-Y-MOR COMPREHENSIVE SCHOOL (formerly Burry Port Secondary Modern School), 11-18 Mixed Comprehensive, 700 children.
(A) HEAD OF MATHEMATICS, Scale 4 an experienced graduate to be responsible for the organisation of the subject throughout the school.
(B) HEAD OF FRENCH DEPARTMENT, Scale 1. A graduate to be responsible for the development of the subject throughout the school. A language laboratory is available.
(C) ENGLISH. A person to assist initially in the teaching of English to C.S.E. and G.C.E. "O" level English. Ability to help with Drama will be added qualification. Scale 1.

(III) BRYNGWYN COMPREHENSIVE SCHOOL (A new purpose built school), 11-18 Mixed Comprehensive of 1,150 pupils.
(A) HEAD OF PHYSICS DEPARTMENT, Scale 3. A graduate to develop the subject to C.S.E., G.C.E. "O" and "A" level.
(B) A graduate HEAD OF ECONOMICS DEPARTMENT, Scale 1, to develop the subject and to assist initially with Commerce.
(C) A graduate to teach GEOLOGY. Scale 2. A person to be placed in charge of the subject to "O" and "A" level and to assist initially with the teaching of Geography.
(D) A graduate to be responsible for the TEACHING OF STATISTICS to "A" level and to assist with the Teaching of Mathematics. Scale 2.
(E) Scale 2, ART. To be responsible for the resources of this large department.
(F) A Graduate to assist in the teaching of ENGLISH to "A" level. Scale 1.
(G) A person to assist in the teaching of PHYSICAL EDUCATION and GAMES to Boys. Scale 1.
(H) Teacher of METALWORK/WOODWORK to C.S.E. and G.C.E. "O" level. Scale 1.
(I) A teacher to be responsible for the teaching of ENGINEERING DRAWING and to assist with Woodwork/Metalwork. Scale 2.
(J) A graduate to assist with the teaching of PHYSICS and/or CHEMISTRY in G.C.E. "O" level initially and C.S.E. Scale 1.
(K) Graduate to teach HISTORY to "O" and "A" level. Scale 1.
(L) A Graduate to teach FRENCH and possibly German. A new 36 booth language laboratory is available. Scale 1.

(IV) COEDCAE COMPREHENSIVE SCHOOL (formerly Llanelli Girls' Grammar School), Mixed 11-18 Comprehensive School of 1,150 pupils.
(A) A teacher to be responsible for the teaching of NEEDLECRAFT to "A" level. Scale 2 post.
(B) A teacher to be responsible for the teaching of DRAMA throughout the school. Scale 2.
(C) A graduate to teach STATISTICS to "A" level and to assist with the teaching of Mathematics. Scale 1.
(D) Teacher of MODERN MATHEMATICS to "O" level of G.C.E. Scale 1.
(E) Graduate to assist with the teaching of FRENCH to "O" and "A" level. A 32 booth language laboratory is available. Scale 1.
(F) Graduate to teach "O" and "A" level CHEMISTRY. Scale 1.
(G) Graduate to assist with the teaching of PHYSICS to "O" level. Scale 1.
(H) A person to teach BIOLOGY and INTEGRATED SCIENCE to examination standard. Scale 1.
(I) A person to assist in the teaching of PHYSICAL EDUCATION and GAMES to Girls. Scale 1.
(J) Graduate to offer FRENCH with Geography/History. Scale 1.

(V) ST. JOHN LLOYD R.C. COMPREHENSIVE SCHOOL (formerly St. John Lloyd Secondary Modern School), 11-16 Comprehensive of 450 pupils.
(A) A Graduate to be HEAD of HUMANITIES DEPARTMENT. Scale 3. This person should be able to develop a Humanities Course in the lower school and to teach Geography to C.S.E. and G.C.E. "O" level.

Further details of the scheme of reorganisation in the area and details about individual schools and forms of application are available on receipt of a stamped addressed envelope from the Area Education Officer, 2-4 Coleshill Terrace, Llanelli, to be returned no later than Friday, April 8, 1977.

Students in their final year at College of Education and University Department of Education are invited to submit applications for these posts.

Canvassing directly or indirectly will disqualify.
HENRY D. THOMAS, Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen.

Lancashire County Council

CLOSING DATE 28th MARCH 1977

Primary and Special Schools
For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, unless otherwise stated.

Secondary Schools
Forms/further details from and returnable to the Headteacher at the School. S.a.e. please.

PRIMARY SCHOOLS

HEADSHIP
BLACKBURN, ST. GABRIEL'S C.E. PRIMARY (271 mixed)
September, 1977.
Group 5.

SPECIAL EDUCATION

SHIREFIELD SCHOOL, ESW (M) 103 on roll.
1st September, 1977.
Responsibility for Infant/Junior Department.
Second Master/Mistress Group 7 (S)
Additional qualifications and good experience development of Language Perceptual Training Programme.

LANCASTER ROYAL ALBERT HOSPITAL SPECIAL SCHOOL E.S.N.(S)
No on roll 52
1st September, 1977.
Deputy Headteacher—Group 5(S).
The school caters for pupils between the ages of 6 and 18 years and includes a unit for the profoundly handicapped. An interest in this area would be desirable.

WHALLEY LANESIDE, 112 ESN(S) on roll, Coldcoates, Milton Road, Whalley, Blackburn
September, 1977, or earlier.
DEPUTY HEAD TEACHER (Group 7)
Category 'A' Observation and Assessment Centre Farringdon Lane, Preston.
As soon as possible.
Teacher in Charge.
Scale 4 plus S.S.A.
Closing date 4th April, 1977.

SECONDARY SCHOOLS

DEPUTY HEADSHIPS
BLACKPOOL, WARBRECK HIGH SCHOOL (1,000 Boys). Warbreck Hill Road, Blackpool
September, 1977.
DEPUTY HEAD TEACHER.
Group 10.

PRIORY HIGH SCHOOL, Travor Road, Burscough, near Ormskirk.
No. on roll 788.
September, 1977.
1st DEPUTY.
Group 10.

HEADS OF DEPARTMENTS
BLACKPOOL HIGHFIELD HIGH SCHOOL (1,008 mixed), Highfield Road, Blackpool, S.S.
September, 1977.
SCIENCE.
Scale 4.
Re-advertisement.

ANSDELL HIGH SCHOOL (1,350 mixed), Worsley Road, Ansdell, Lytham St. Annes.
1st September, 1977.
ENGLISH.
Scale 4

CARR HILL HIGH SCHOOL. No. on roll 1,170 Mixed, Royal Avenue, Kirkham, Preston.
September, 1977.
1. MUSIC.
Scale 3.
2. BUSINESS STUDIES.
Scale 3.

CHORLEY, S. MICHAEL'S C.E. HIGH SCHOOL (Aided 800 Mixed), Astley Road, Chorley, PR7 1RS
1 September, 1977. (Re-advertisement.)
SCIENCE. Integrated work (Nuffield/SCISP) throughout.
Scale 4.

BURNLEY WALSHAW HIGH SCHOOL (985 girls), 11-16 years.
Eccles Avenue.
September, 1977.
COMMERCE (with Typing).
Scale 2

BURNLEY WALSHAW HIGH SCHOOL (985 Girls 11-16 years).
Eccles Avenue.
September, 1977
ENGLISH (Re-advertisement—previous applications still being considered).
Scale 3.

SCALE 2 POSTS AND ABOVE

BOWLAND COUNTY SECONDARY (258 on roll), "Riversmead", Grindleton, Clitheroe OB7 4QS
September, 1977.
FRENCH with some ENGLISH
Scale 2 available for suitable applicant.

ANSDELL HIGH SCHOOL (1,350 mixed), Worsley Road, Ansdell, Lytham St. Annes
1st September, 1977.
ENGLISH—2 i/c.
Scale 3.

ST. CUTHBERT MAYNE R.C. HIGH SCHOOL (1,100 mixed). St. Anthony's Drive, Fulwood, Preston, PR2 3SQ
September, 1977.
FRENCH.
Scale 3.

SCALE 1 POSTS

LANCASTER OUR LADY'S R.C. HIGH SCHOOL, Morecambe Road, Lancaster (1,120 mixed on roll) (78 in Sixth Form)
1st September, 1977.
1. SCIENCE.
2. FRENCH to 'A' level/Subsidiary German.

ST. EDMUND CAMPION R.C. HIGH SCHOOL (650 on roll), Parkfield Crescent Lea, Preston
1st September, 1977.
MATHEMATICS.

TULKETH HIGH SCHOOL (900 Mixed Comprehensive), Tag Lane, Ingol, Preston
1st September, 1977.
Boys' P.E. and GAMES

ST. CUTHBERT MAYNE R.C. HIGH SCHOOL (1,100 mixed), St. Anthony's Drive, Fulwood, Preston, PR2 3SQ.
September, 1977.
ENGLISH.

BLACKBURN, BILLINGE HIGH SCHOOL (1,250 mixed), Preston New Road, Blackburn.
September, 1977, or earlier.
GERMAN.

BLACKBURN, JOHN RIGBY R.C. HIGH (950 mixed), North Road, Blackburn BB1 1PY
May/September, 1977.
1. REMEDIAL.
2. FRENCH.
3. WOODWORK.

RHYDDINGS COUNTY HIGH SCHOOL, Haworth Street, Oswaldtwistle (1,000 on roll).
11-18 mixed Comprehensive
1st September, 1977, or the 1st May, 1977, if possible.
TYPING, SHORTHAND and COMMERCIAL SUBJECTS.

ilea

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

Inner London Area Payment (£402 per annum) in addition to the appropriate Burnham salary scale.

Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payment in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependant family have to be left in the previous home until accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.

The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.

Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Deputy Headships

KENNINGTON SCHOOL
Cormont Road, S.E.5
(800 boys, 11 to 18. Comprehensive.
Headmaster: Ivor Morgan.
Wanted for September 1977
Deputy Head First. Group 10.
This school, housed on two sites ½ mile apart, caters for boys of wide ranges of ability, for whom a structured programme is essential, and whose needs are for achievement in basic skills.
Currently, first years, 4th and 5th, plus a Sixth Form of 66 (at present) are at Cormont Road building. 2nd and 3rd years are at Bethwin Road building.
Courses leading to C.S.E. "O" and "A" levels are supported by excellent "linked" courses arrangements with local colleges.
Commitment of the Firm but sympathetic kind is needed from an experienced teacher. Interested applicants should in the first instance contact the Headmaster (at Cormont Road building) who will be ready to answer any questions concerning the post which becomes vacant on the retirement of the present holder.

PADDINGTON SCHOOL
Oakington Road, London, W.9
Tel.: 01-286 4891.
Comprehensive, 11 to 18, 950 girls and boys.
Headmaster: Norman Thomson, MA.
Wanted for September:—
Deputy Head (Second Deputy, Group 10)
The present Deputy has been appointed to a headship. We are therefore, seeking someone who will make another outstanding contribution to the growth of this school. Men and women whose experience and qualities of leadership, command the respect of their teacher colleagues are invited to apply. Paddington School, which opened in 1972, has an excellent staff and is popular with parents and feeder schools. Strong courses are offered to Advanced Level. "O" level and C.S.E.
Please write to the Headmaster for full details and application forms.

ART

Scale 1 Post

BISHOP THOMAS GRANT SCHOOL
R.C. Secondary,
Belltrees Grove, Streatham, SW16 2HY
1,460 Boys and Girls, 11 to 18 years.
Headmaster
Fully Comprehensive. Courses lead to G.C.E. "O" and "A" levels and C.S.E.
Required from the Summer Term (25 April).
Two part-time Art teachers (.4) each. Specialists in Fabric Design or three-dimensional studies preferred. The Art Department has excellent facilities with work up to G.C.E. "A" level.
Application forms may be obtained from the Headmaster.
Visits to the school can be arranged.

DRAMA

Post of Responsibility

UPTON HOUSE SB SCHOOL
Homerton Row, London, E9 6EB
Tel.: 01-985 8144.
Boys' Comprehensive School for 1,200 pupils, with a wide range of courses leading to "O" and "A" levels of the G.C.E. and C.S.E. The School occupies modern well-equipped buildings.
Required for 1st September, 1977—
An experienced Teacher, Scale 3, to be responsible for Drama within the English Department. He or she will join a lively department and help in the teaching of courses leading to C.S.E., G.C.E. "O" and "A" levels. Applicants should be prepared to promote and develop Drama teaching in the department and to assist in establishing a Mode 3 C.S.E. which has a drama option. Further details and application forms are available from the School Secretary, and intending applicants are welcome to visit the school by arrangement with the Headmaster.

ECONOMICS

Scale 1 Post

EAGLESFIELD SCHOOL
Red Lion Lane, SE18 4LD.
Boys Secondary, 1,600 on roll. Opened in September, 1973, in mainly new purpose built accommodation on a very attractive site of 15½ acres off the Shooter's Hill Road. The School offers courses up to and including "A" and "S" level and specialist remedial education where necessary, and achieves in its 300 intake of boys the balance of ability for the Division.
Required for September, 1977:—
Teacher of Economics and/or Commerce to join the Business Studies Department.
Economics is taught to all pupils in the third year. Economics "O" level and Commerce and Office Practice C.S.E. are popular options in the fourth and fifth years. In the sixth year Economics is a strong "A" level option and Accounts and Commerce are taught to "O" level. The Business Studies Department is well equipped and has had a good record of examination successes.
Applicants should be able to offer at least two of the above mentioned subjects. An ability to teach mathematics would be a useful addition. Further information on request.
Application forms available from the school; these when completed should be returned to the Headmaster.

ENGLISH

Scale 1 Posts

EAGLESFIELD SCHOOL
Red Lion Lane, SE18 4LD.
Boy's Secondary, 1,600 on roll. Opened in September, 1973, in mainly new purpose-built accommodation on a very attractive site of 15½ acres off the Shooter's Hill Road. The school offers courses up to and including "A" and "S" level and specialist remedial education where necessary, and achieves in its 300 intake of boys the balance of ability for the Division.
Required for September, 1977.—
Teacher for English. Experience and/or interest in teaching some remedial English would be a recommendation but this is not essential. Please indicate any special interests that you have within the range of English activities, for example, drama, debating, school magazine.
Application forms available from the school; these when completed should be returned to the Headmaster.

GEORGE GREEN'S (S.M.) SCHOOL
Manchester Road, London E14 9OW
Tel.: 01-987 6032
(Years one-two comprehensive: Years three-six grammar; Roll now 813 rising to 860 by 1982)
Required for September, 1977:
Teacher of English (Scale 1)
Previously a two form entry grammar school, George Green's moved in January, 1976 to a superb new site at the southern tip of the Isle of Dogs, overlooking the Thames and Greenwich, where it hopes to provide for the local community an integrated service with Lansbury Adult Education Institute and the Youth Centre which share the buildings. The London Borough of Tower Hamlets also has on site offices of the Social Services Department, a day nursery and an old peoples' Day Centre; in conjunction with I.L.E.A. it is also responsible for the well equipped Sports Centre.
Pupils in the first two years take a Man and Society course (English, Social Studies and Religious Education) in mixed ability groups for about a quarter of their weekly timetable. Pupils in year three-six study English as a separate subject leading to public examinations at C.S.E., "O" and "A" and C.E.E. levels. The Department is strongly supported by an excellent Learning Resources Centre in the school.
Further details and application forms are available from the Principal.

NORWOOD SCHOOL
Crown Dale, SE19 3PD
Tel.: 01-670 9382
(Roll, 1,300 girls, 11 to 19 years)
Comprehensive
Headmistress
Required for SUMMER TERM ONLY Teacher of English and Drama.
Apply Headmistress.

TULSE HILL (S.B.) SCHOOL
Upper Tulse Hill, SW2 2RH
Tel.: 01-674 4661
Comprehensive school (Group 13)
ENGLISH
Temporary full-time teacher required for the summer term only, prepared to work with small groups in a specialist reading centre. Application should be made direct to the Headmaster at the school.

GEOGRAPHY

Heads of Department

GARRATT GREEN SCHOOL
Burntwood Lane, S.W.17
Tel.: 01-946 6201
Headmistress: Mrs S. Kay, B.A.
(Roll, 1,000 girls, 11 to 18 years; "O" and "A" level G.C.E. and C.S.E. Courses)
Required for September, 1977:
Head of Geography (Scale 4) for a soundly staffed and well established department. The subject is offered for examination at all levels, and the G.Y.S.L. Project has been introduced. Applicants should be experienced, well qualified and keenly interested in Field Studies. Vacancy due to retirement.

HIGHBURY HILL HIGH SCHOOL
Highbury Hill, N5 1AB.
Tel.: 01-226 1720.
Three form entry girls' secondary school. The school, a former grammar school for girls, took its first all-ability intake into the first year last September, and cooperates with Highbury Grove Boys' School at Sixth form level.
Required in September:—
Head of Geography Department, Scale 3, able to organize the subject throughout the school up to "A" level, "O" level and C.S.E. standards. History and Geography are integrated in the first year on a team-teaching basis, and the teaching of the subject at "A" level is shared with Highbury Grove Boys' School.

Scale 1 Posts

GEORGE GREEN'S SM SCHOOL
Manchester Road, London, E14 9OW.
Tel.: 01-987 6032.
Years 1-2 comprehensive; Years 3-6 grammar; Roll now 813 rising to 860 by 1982.
Required for September, 1977:—
Teacher of Geography, Scale 1. Previously a two-form entry grammar school, George Green's moved in January, 1976, to a superb new site at the southern tip of the Isle of Dogs, overlooking the Thames and Greenwich, where it hopes to provide for the local community an integrated service with Lansbury Adult Education Institute and the Youth Centre which share the buildings. The London Borough of Tower Hamlets also has on site offices of the Social Services Department, a day nursery and an old peoples' Day Centre; in conjunction with ILEA, it is also responsible for the well-equipped Sports Centre.
The Geography Department has a long record of distinction within the school. Successive heads of Department have built up a unique collection of maps, books and other resource materials. There are specialist teaching rooms and a teachers' planning room within the Department, and the skills and equipment of the school's Media Resources Department will also be available.
Geography is taught to all pupils in Years 2 and 3 and as an optional subject later on to C.S.E., G.C.E. "O" and "A" levels. There is also a First Year Environmental Studies course, taught in mixed-ability groups and based on a rigorous and wide-ranging study of the historical background and the present landscape of the area in which the community lives. Further details of the post and the school are available with application forms from the Principal.

HISTORY

Head of Department

AYLWIN SCHOOL
Southwark Park Road, SE16 3TZ
Tel.: 01-237 5516.
Roll: 1,078 girls. Comprehensive.
Headmistress: Mrs. M. J. Barber, JP., M.A.
Required from September, 1977:—
Experienced History graduate to be Head of History, Scale 3 to be responsible for, and share in, the teaching of History across the ability range throughout the school to "A" level. Good organizing ability essential. A keen interest in World History, and in the building up of resource-based materials, essential.

Post of Responsibility

CENTRAL FOUNDATION GIRLS' SCHOOL
31-35, Bow Road, Bow, London, E.3
Required for September in this newly formed comprehensive school of 960 girls, History specialist to take charge of well established, enthusiastic Integrated Studies Team. Integrated Studies involves the History, Geography and English departments, at present taught only to first year pupils. The success of the course could lead to its extension in the second year in 1978. The person appointed would also be expected to teach history throughout the school to "O" level, and possibly "A" level standard. An interest in World history and mixed ability teaching is essential. Visits to the school are welcomed (Scale 2) (A.T.).
Please apply to the Headmistress as soon as possible, enclosing copies of testimonials and names of two referees.

Scale 1 Posts

MOUNT CARMEL R.C. SCHOOL FOR GIRLS
Eden Grove, Holloway, N.7
(Group 9) situated on two sites—both buildings a few minutes walk from tube stations
The school offers course to C.S.E., G.C.E. "O" and "A" levels with a sixth form of 84.
Headmistress: Miss M. F. Chillick
Required for September, a teacher for History to C.S.E. and "O" level with the prospect of "A" level for a suitably qualified candidate and some Lower School Geography. Some pupils follow an Integrated Studies course to C.S.E. Mode 3, which combines History and Geography. An interest in being part of such a programme would be an advantage.
Further details and application form from the Headmistress at the school. Telephone 607 7065.

NORWOOD SCHOOL
Crown Dale, SE19 3PD
Tel.: 01-670 9382
(Roll, 1,300 girls, 11 to 19 years)
Comprehensive
Headmistress
Required for SUMMER TERM ONLY teacher of History.
Apply Headmistress.

HOME ECONOMICS

Head of Department

WALWORTH SCHOOL,
Shorncliffe Road, S.E.1
Tel.: 01-703 7621
Comprehensive school for 1,560 girls and boys
Headmaster
Required for September 1977:
An experienced teacher of Home Economics or Needlework as Head of Department (Scale 4) with a responsibility that includes courses in Home Economics, Needlework and Child Development. The school is organized on two sites, with the Lower School housed in a separate building; in the Lower School all pupils do Woodwork, Metalwork, Needlework, Home Economics and Art in mixed groups and an integrated course is being developed. In the Upper School examination courses in Needlework, Child Development and Home Economics are well established and very popular.

Scale 1 Post

ABBEY WOOD S.M. SCHOOL
Eynsham Drive, SE2 9AT.
Tel.: 01-310 9175.
Roll: 1,300 mixed comprehensive.
Headmaster: Mr. C. E. Shurlock-Jervis.
Required for Summer Term, 1977:—
Teacher of Home Economics to share in the teaching of the subject throughout the school up to and including fifth year C.S.E. level. The successful candidate will work as part of a team in a well established department with excellent facilities. Further details available on request.

MATHEMATICS

Heads of Department

ST. EDMUND'S S.M. SCHOOL
St. Dunstan's Road, Hammersmith, W.6.
Tel.: 01-748 1060.
Roll: 670. Comprehensive.
Head: John Dyson.
Required for September (sooner if possible):—
Suitably qualified and enthusiastic teacher for Head of Mathematics, Scale 3. Willingness to develop "A" level course is necessary. The school at present offers S.M.P. courses leading to C.S.E. and G.C.E. "O" level.
Application forms, available from the Headmaster of the school, should be returned by Monday, 28th March.

CONVENT OF THE HOLY FAMILY SECONDARY SCHOOL
91-101 Tooting High Street, London, SW17 0SX.
Tel.: 01-672 1043.
The Convent of the Holy Family Secondary School, 380 girls on roll, require for September, 1977, Head of Maths Department, Scale III post to suitable applicant. The girls follow courses leading to C.S.E. and G.C.E. examinations. There is a Computer Terminal Link in the school and it is hoped that the successful applicant will make full use of this and also take the lead in developing modern approaches in the subject. Qualification to teach Religion in a Roman Catholic School will be an advantage.
Application forms obtainable from the Headmistress, Convent of the Holy Family School, 91-101 Tooting High Street, London, SW17 0SX.

Posts of Responsibility

EAGLESFIELD SCHOOL
Red Lion Lane, SE18 4LD.
Boys' Secondary, 1,600 on roll. Opened in September, 1973, in mainly new purpose built accommodation on a very attractive site of 15½ acres off the Shooter's Hill Road. The School offers courses up to and including "A" and "S" level and specialist remedial education where necessary, and achieves in its 300 intake of boys the balance of ability for the Division.
Required for September, 1977:—
Teacher for Computer Studies with Mathematics, Scale 2. Applications are invited from suitably qualified candidates to take charge of the Department of Computer Studies. The school has its own terminal and C.S.E. courses are established in the upper school. The successful applicant will be expected to develop "O" and ultimately "A" level courses and to encourage inter-disciplinary use of computing facilities throughout the school.
Participation in the teaching of mathematics will be expected at all levels, up to and including "A" level for a person having the relevant experience.
Application forms available from the school; these when completed should be returned to the Headmaster. Interested candidates are welcome to visit the school by appointment (01-855 7156).

FULHAM GILLIATT SCHOOL
Fulham Cross, London, SW6 6BP
Tel.: 01-381 0861
(Roll, 1,000 girls, 11 to 19 years)
Comprehensive
Headmistress
Second in mathematics department, Scale 3.
Mathematics is a core subject in the school, courses lead to G.C.E. "A" and "O" level London Board Syllabus C, and to C.S.E. S.M.I.L.E. is taught in Lower School and to some groups leading to C.S.E. There is a computer terminal on site and it is hoped to expand the work in this field.
Vacancy due to promotion.

KENNINGTON SCHOOL
Cormont Road, S.E.5
(Roll, 800 boys, 11 to 18)
Comprehensive
Headmaster: Ivor Morgan
Wanted for September 1977
Teacher (Scale 3) to be 2 i/c of the Mathematics department.
This school, housed on two sites, three-quarters of a mile apart, caters for boys of wide ranges of ability whose needs are urgent, specially in this subject.
Interested applicants are welcome to visit the school. Headmaster is at Cormont Road building.

Scale 1 Posts

CENTRAL FOUNDATION GIRLS SCHOOL
31-35, Bow Road, Bow, London, E.3
Required in September, 1977, Mathematics specialist in this newly formed sixth form entry comprehensive, to teach throughout the school up to C.S.E., "O" level and possibly "A" level standard. An interest in mixed ability teaching and modern maths essential. Computer studies is taught up to C.S.E. standard (A.T.).
Please apply to the Headmistress as soon as possible, enclosing copies of testimonials and names of two referees.

ST PAULS WAY (S.M.) SCHOOL
Shelmerdine Close, Bow, E3 4A
Tel.: 01-987 1903
(Roll, 1,250, 11 to 18 years)
Fully comprehensive including partially hearing unit. Purpose built accommodation. Ten minutes from Mile End Underground Station
Headmaster
Required for April 1977:
Mathematics teacher (Scale 1) to teach over the whole age and ability ranges. Maths is taught in sets throughout the school to C.S.E. and "O" level. Computer studies is not essential but would be an advantage (A.T.).

MODERN LANGUAGES

Scale 1 Posts

BROOKE HOUSE (S.B.) SCHOOL
Kenninghall Road, Clapton, London, E5 8BP
Tel.: 01-985 3262
(Roll, 920)
Required as soon as possible:
Temporary part-time (0.4) teacher of French for one term only.
Please write or telephone for application form and further details from the Headmaster at the school.

EAGLESFIELD SCHOOL
Red Lion Lane, SE18 4LD.
(1,600 on roll)
Boys' Secondary
Open in September, 1973, in mainly new purpose built accommodation on a very attractive site of 15½ acres off the Shooter's Hill Road. The School offers courses up to and including "A" and "S" level and specialist remedial education where necessary, and achieves in its 300 intake of boys the balance of ability for the Division.
Required for September, 1977:
Teacher of French. A well qualified teacher is required to join a staff of four in the Modern Languages Department. This 11 f.e. boys comprehensive is organized in three broad ability bands. French is taught in the top band and courses are well established to C.S.E., "O" and "A" level. Audio visual courses in use throughout.
Application forms available from the school; these when completed should be returned to the Headmaster.

MOUNT CARMEL R.C. SCHOOL FOR GIRLS
Eden Grove, Holloway, N.7
(Group 9) situated on two sites—both buildings a few minutes walk from tube stations
The school offers courses to C.S.E., G.C.E. "O" and "A" levels with a sixth form of 84
Headmistress, Miss M. F. Chillick
Required for April or as soon as possible:
A part-time (.4) teacher of French for the first three years some of whom use the new audio-visual "Tricolore" course. The Department offers courses in French, Spanish and Italian to C.S.E., "O" and "A" levels and a mode 3 French Studies course.
Further details and application form from the Headmistress at the school. Telephone 607 7065.

MUSIC

Scale 1 Post

UPTON HOUSE (S.B.) SCHOOL
Homerton Row, London, E9 6EB
Tel.: 01-985 8144
(Boys' Comprehensive School for 1,200 pupils, with a wide range of courses leading to "O" and "A" levels of the G.C.E. and C.S.E.) The school occupies modern well equipped buildings.
Required as soon as possible:
Part-time Music Teacher for two days a week to teach music in groups throughout the school. Successful applicant would join a lively department which plays a full role in school musical and dramatic productions. Pianist essential.
Application forms are available from the School Secretary.

NEEDLEWORK

Head of Department

STARCROSS SCHOOL
Risinghill Street, London, N1 9QR
Tel.: 01-837 0750
Roll: 1,320 pupils. Well staffed 11 to 18 plus Girls' Comprehensive School.
Headteacher: Miss R. E. Loveridge, B.A. (Hons.) Dip. Th.
Head of Dress, Design, Scale 3, required to lead a team of teachers involved in teaching dress and related skills. Examination courses in dress and a mode 3 "fabric and design" are followed by pupils.

PHYSICAL EDUCATION

Post of Responsibility

LOWER SCHOOL
Lancaster Road, W.11
Tel.: 01-727 7171.
UPPER SCHOOL
Wornington Road, W.10
Tel.: 01-960 5682.
School (roll) 600.
P.E. Second in Charge, Scale II. (based in Lower School).
A teacher is required capable of taking responsibility for P.E. in the Lower School and also to support the Head of Department in Upper School games and the usual extra-curricular sporting activities.

RELIGIOUS EDUCATION

Head of Department

HIGHBURY GROVE S.B. SCHOOL
Highbury New Park, N.5.
Tel.: 01-226 7903
Roll: 1,380 Eight form-entry.
Applications are invited from suitably qualified and experienced candidates for the following position.
Required September, 1977—
Head of Religious Studies, Scale 3. Vacancy due to retirement of present holder.
This is a well established, well equipped and flourishing department offering courses leading to G.C.E. and C.S.E. "O" and "A" level. Candidates should be well versed in comparative religion and biblical knowledge.
The emphases within the school are on hard work, responsible behaviour and academic achievement and the successful candidate will be expected to make a positive contribution in these areas.
Application forms obtainable from the Headmaster.

SCIENCE

Scale 1 Post

DICK SHEPPARD SCHOOL
Tulse Hill, SW2 2QA
Tel.: 01-674 4237
(Roll, 1,700 pupils, 11 to 18 years
Comprehensive
Head Teacher: Mrs M. B. Broadbent, J.P., L.L.A., L.R.A.M.
The school has been re-organised on an 11-form co-educational comprehensive. A temporary enlargement by amalgamation with the Strand Boys School was effective from September, 1976.
Required from 25th April, 1977 for Summer Term only:
A qualified teacher of Physics and General Science who will be expected to devote teaching time to experience over the whole Science Department range, working with mixed ability Junior and Senior groups.
Please telephone Head Teacher for an appointment to visit. This is a temporary post for one term only.

SOCIAL SCIENCE

Scale 1 Post

SPENCER PARK SCHOOL
Trinity Road, Wandsworth Common, London SW18 3SR
Telephone: 870 3215
Comprehensive
(1,100 boys 11 to 19 years)
Headmaster
Courses C.S.E., "O" and "A" level, large sixth form. Pleasant environment.
Required for September:
Teacher for Social Studies Department. Courses leading to C.S.E. in Social Studies are provided for able and less able pupils in the fourth and fifth years. More able pupils follow an "O" level course in Sociology in the Fourth, Fifth and Sixth years, and an "A" level course in Sociology is available for viable groups in Sixth form level.

REMEDIAL WORK

Scale 1 Posts

UPTON HOUSE (S.B.) SCHOOL
Homerton Row, London, E9 6EB
Tel.: 01-985 8144
(Boys' Comprehensive School for 1,200 pupils, with a wide range of courses leading to "O" and "A" levels of the G.C.E. and C.S.E.)
The school occupies modern well equipped buildings.
Required as soon as possible:
A Reading Specialist for 2 days a week, to join a well established Remedial Department. An experienced teacher is sought, who can work with individuals and with small groups of boys withdrawn for reading tuition at arranged times during the week, and who will contribute to the formation of departmental and school policy on the basic question of standards of literacy. Application forms are available from the School Secretary.

TECHNICAL STUDIES

Scale 1 Posts

EAGLESFIELD SCHOOL
Red Lion Lane, SE18 4LD
(1,600 on roll)
Boy's Secondary
Opened in September, 1973, in mainly new purpose built accommodation on a very attractive site of 15½ acres off the Shooter's Hill Road. The School offers courses up to and including "A" and "S" level and specialist remedial education where necessary, and achieves in its 300 intake of boys the balance of ability for the Division.
Required for September, 1977:
(1) Teacher for Technical Drawing
(2) Teacher for Woodwork with Household Maintenance; (3) Teacher for Metalwork with an interest in Motor Engineering desirable but not essential.
Application forms available from the school; these when completed should be returned to the Headmaster.

OTHER POSTS

Posts of Responsibility

BATTERSEA COUNTY SCHOOL
Culvert Road, London, SW11 5AP
Tel.: 01-223 0634
(Roll, 1,250 boys and girls)
Comprehensive
Wanted for September:
Head of House (Scale IV) a MAN (or WOMAN. The school is divided into 4 Houses each with its own suite of rooms. The Houses form the basis of the school structure so that every group is also the mixed ability tutor group. The Head of House has the pastoral care of 300 pupils, and runs many social and sporting events. Vacancy due to promotion. Closing date for applications, 12th April.

BROOKE HOUSE (S.B.) SCHOOL
Kenninghall Road, Clapton, E5 8BP
Tel.: 01-985 3262
Headmaster: P. J. Hobson
Head of House
(Scale 4 plus S.P. allowance)
This key post becomes vacant due to the promotion of the Heads of Houses. There are four Heads of House, each being responsible for the welfare and discipline of up to 230 boys. A person is sought who has high standards, and who has a belief in, and enthusiasm for, the comprehensive school.
Please write or telephone for further information and application forms. Applicants are welcome to visit the school.

HAGGERSTON (S.G.) SCHOOL
Weymouth Terrace, London, E2 8LS
(Roll, 900)
Required in September:
Head of Sixth Form (Scale 3). A well qualified teacher with suitable experience and proven organizing ability, is sought. The school has a sixth form link with a neighbouring boys' school and the successful candidate will be expected to liaise with his/her counterpart. Applicants are invited to visit the school.

MOUNT CARMEL R.C. SCHOOL FOR GIRLS
Eden Grove, Holloway, N7
(Group 9) situated on two sites—both buildings a few minutes walk from tube stations
The school offers courses to C.S.E., G.C.E. "O" and "A" levels with a sixth form of 84.
Headmistress, Miss M. F. Chillick

SECONDARY
Science
continued

REDBRIDGE
(London Borough of)
WANSTEAD HIGH SCHOOL
Redbridge Lane West, Wanstead E.11
(1,600 pupils on roll, including 270 in the Sixth Form)
Telephone: 01-989 9755
Headmistress:
Mrs. P. M. G. Taylor, M.A.
Suitably qualified TEACHER of PHYSICS with MATHEMATICS (Scale 1). Required for September, 1977. Physics is taught by team teaching methods in new open plan laboratories. The Science Department has 14 teachers.
Outer London Allowance is payable.
Further details are available from the Headmistress to whom applications by letter should be sent as soon as possible giving age, education, qualifications, teaching experience and the names of two referees.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WALES COMPREHENSIVE SCHOOL
Approximately 1,250 on roll
Required for September:
TEACHER for BIOLOGY and CHEMISTRY, Scale 1.
Candidates must have an interest in extra-curricular activities. The post is a new one arising from expansion with the development of sixth form courses from September 1977 subject to approval from the D.E.S.
Applications to be returned as soon as possible.
Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel. 2121 Ext. 3367.
D. W. Ellis, Director of Personnel Resources.

CITY OF SALFORD
EDUCATION DEPARTMENT
THE ST. ALBERT R.C. SECONDARY SCHOOL
Britannia Street, Salford M6 6EX
(420 pupils)
Required from 1st May, 1977—
TEACHER—PHYSICS OR CHEMISTRY
to prepare pupils for C.S.E. and G.C.E. examinations and also to teach an integrated Science course in mixed ability groups in the lower age range. The school will be reorganised as an 11 to 16 comprehensive high in September, 1977.
Application forms available from the Head Teacher, to whom completed applications should be returned as soon as possible.
Please send stamped addressed envelope (telephone: 061 736 4074).

SHEFFIELD
EDUCATION
CHAUCER CAMPUS
Wordsworth Avenue, Sheffield S5 8HH
An 11 to 18 mixed comprehensive
Required for September, 1977, an ASSISTANT TEACHER, Scale 1, to teach BIOLOGY throughout the school. An enthusiastic interest in the subject will be expected and Sixth-form work could be available for a suitable applicant. The school is housed in two buildings on the same site, together with a separate purpose-built Sixth-Form Centre. An Adult Centre is located in the Upper School and forms an integral part of the Campus provision.
Forms of application may be obtained from the Head of Campus, to whom they should be returned as soon as possible.

SOUTHAMPTON
THE UNIVERSITY
SOUTHERN SCIENCE AND TECHNOLOGY FORUM
RESOURCE UNIT FOR SCHOOLS SCIENCE AND TECHNOLOGY
The Unit which is sponsored by the Department of Industry for an initial three year period and based at University of Southampton is aimed at supporting the teaching of science and technology particularly to the 13 to 16 age group in schools by developing and providing exhibitions, apparatus and teaching aids to illustrate the applications of scientific concepts in industry and everyday life.
Applications are invited for the post of PROJECT MANAGER (male or female) who will be responsible for developing ideas by working with teachers and appropriate people outside schools.
Candidates should have teaching experience and/or design and engineering skills. Personal qualities will be very important in launching and sustaining this new project and the successful candidate can expect a salary in the region of £5,500 p.a.
Further information available from: The Director, Southern Science and Technology Forum, The University, Southampton SO9 5NH. Closing date for applications: Friday 15 April, 1977. Please quote ref. T.E.S.

SOUTHAMPTON
ST. ANNE'S COMPREHENSIVE SCHOOL
Rockstone Place
Number of Girls: 1,000, 190 in Sixth Form.
CHEMISTRY, Scale 1 or 2 according to experience.
Required for September, 1977 —
Trained GRADUATE to teach CHEMISTRY throughout the School to "O" and "A" levels. There is a strong tradition for Science in the school and excellent laboratory facilities.
Apply in writing to the Headmistress.
Testimonials and names of two referees required.

STAFFORDSHIRE
EDUCATION COMMITTEE
WOODHOUSE HIGH SCHOOL
Highfield Avenue, Amington
Tamworth B77 3JB
(Roll: 1,200)
TEACHER required for SCIENCE with BIOLOGY or MATHEMATICS.
This is a temporary appointment from March to July, 1977, to replace a teacher on leave of absence and a Scale 1 or Scale 2 post is available according to the experience of the successful applicant.
Application forms and further particulars obtainable from and returnable to the Headmaster (stamped addressed envelope).

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
URMSTON GRAMMAR SCHOOL FOR GIRLS
(650 Girls)
Newton Road, Urmston, Manchester M31 1AT
Tel.: 061-748 2875
BIOLOGY SCALE 1
Required in September, graduate to teach throughout the School to "A" level.
Application forms, available from the Head of the school, should be returned as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for April, 1977.
HEATHCOTE HIGH SCHOOL
Normanton Park, London E4 6ES
Headmaster: Mr. H. B. G. Paul
SCIENCE TEACHER
For this well equipped Department in this mixed comprehensive higher school (852 on roll, 11 to 14 years).
Closing date: March 30, 1977.
Application forms obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

WARWICKSHIRE
COLESHILL SCHOOL
Coventry Road, Coleshill
(1,157 on roll)
Required April, temporary TEACHER of BIOLOGY, Scale 1, for Summer Term. Possibility of permanent post from September, 1977.
Application form available from the Head for return by 30th March, 1977 (stamped addressed envelope, please).

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
PENHILL SECONDARY SCHOOL
Cricklade Road, Swindon
Head Teacher: Mr. P. R. Hancock, B.A.
Group 9—Number on Roll 777
Temporary Qualified TEACHER, Scale 1, for SCIENCE required for Summer Term (April 18 to August 31, 1977) in this 11 to 14 comprehensive School.
Letter of application as soon as possible to the Chief Education Officer, Wyvern House, Theatre Square, Swindon.

WIRRAL
(Metropolitan Borough of)
OLDERSHAW SENIOR COMPREHENSIVE SCHOOL
Valkyrie Road, Wallasey, Merseyside
1070 boys and girls 13 to 18.
For September, BIOLOGY SPECIALIST, Scale 1, to teach the subject throughout the school.
Sixth Form work available.
Apply by letter giving names and addresses of two referees to the Headmaster of the School.

WIRRAL
(Metropolitan Borough of)
PENSBY SECONDARY SCHOOL FOR GIRLS
Irby Road, Heswall
Wirral L61 6XN
(650 girls on roll)
For September, 1977 —
TEACHER for GENERAL SCIENCE with some MATHEMATICS in the lower school. Scale 1 post.
Application forms available from the Headmistress.

ilea

Required for September:
Head of Lower School—Scale 4—to be responsible for the daily organization and running of the Lower School building, the discipline and welfare of 340 first and second years housed in that building, liaison with primary schools and some teaching.
Candidates should be practising Roman Catholics with the organizational and pastoral experience necessary for such an important post.
Further details and application form from the Headmistress of the school. Telephone 607 7065.

SIR WILLIAM COLLINS SCHOOL
Charrington Street, N.W.1.
S.B. Comprehensive. Roll: 1,100.
Headmaster.
Required as soon as possible, or for September, 1977:—
A Head of Year, Scale 3, to take responsibility for the educational welfare of the current fourth year, next year's fifth year. Thereafter the person appointed would be responsible for the new intake in September, 1978, and would remain with them until they complete their fifth year of school.
1978 will be the first year of a coeducational intake. Sixth form entry, if current plans are given final D.E.S. approval. A teacher of maturity, sensitivity and good organizing ability is required, preferably with experience of mixed schools. Ability to offer either English or Technical Drawing would be an advantage.
The school is situated close to Kirkbeck College and other University institutes, and low rental accommodation may be available in the vicinity of the school through the Parent/Teacher Housing Association.

ST. EDMUND'S R.M. SCHOOL
St. Dunstan's Road, Hammersmith, W.6.
Tel.: 01-748 1060.
Roll: 670. Comprehensive.
Head: John Dyson.
Required for September:—
Teacher of R.E. and English. Scale 2 for experienced teacher.
The Governors seek an enthusiastic and suitably qualified teacher to take these subjects with all abilities to examination standard.
Application forms, available from the Headmaster, at the school, should be returned by Monday, 28th March.

UPTON HOUSE S.B. SCHOOL
Homerton Row, London, E9 6EO.
Tel.: 01-985 8144.
Boys' Comprehensive School for 1,200 pupils, with a wide range of courses leading to "O" and "A" levels of the G.C.E. and C.S.E.
Required for September, 1977:—
Head of House, Scale 4. Applications are invited from energetic and experienced teachers for this senior post. The school is organised on a well-established house system of Six Houses, the Heads of which are responsible for the welfare of about 200 boys. A teacher is sought who is firm, but friendly, who is aware of and sympathetic to adolescent expectations, achievements and problems, who can use his or her own initiative in making decisions, and who will liaise with the Education Welfare Officers, Social Services and other outside agencies in the working situation. Further details and application forms are available from the School Secretary and intending applicants are welcome to visit the school by arrangement with the Headmaster.

PRIMARY SCHOOLS

Deputy Headships

BLESSED SACRAMENT R.C. J.M. & I. SCHOOL
Boadicea St., N.1.
Tel.: 01-278 2187.
Required as soon as possible:—
Deputy Head, Group 5. Vacancy due to promotion. Applicants must be practising Catholics.
The Managers wish to appoint an experienced teacher who has a realistic approach to Primary Education stemming from a belief in a structured teaching situation. The successful applicant would be expected to take an active part in all aspects of school life and particularly with the inter-action of school and the local community.
Application forms obtainable from and returnable to the Headmaster at the school. Visits welcomed. Previous candidates need not reapply.

DONCOMBE J.M. SCHOOL
Sussex Way, Islington, N.19
Tel.: 01-272 5620
(Group 5)
Headmaster
Required September, 1977, Deputy Head. Vacancy due to retirement. Experienced teacher required with initiative and willingness to accept responsibility. Social Priority Allowance.

ST. JOHN'S & ST. CLEMENT'S C.E. (J.M. & I.)
Northcross Road, S.E.22
Tel.: 01-693 3110
Deputy Head Teacher required as soon as possible for this Group 6 Church School with strong parish links. Applications are invited from suitably qualified and experienced teachers. Vacancy due to promotion. Visits welcomed.
Further details and application forms from the Correspondent, 23 Crystal Palace Road, East Dulwich, SE22 9EX.
Please send stamped addressed envelope.

ST. MARY'S C.E. PRIMARY SCHOOL (of Parish Church)
Kingsman Street, Woolwich SE18 5PW
Tel.: 01-854 3531 (202 boys and girls).
Post of Deputy Headteacher, Junior and or Infant trained. Required September, 1977. Burnham Group 4. Application forms from and returnable to the Headmistress.

Posts of Responsibility

GLOUCESTER J.M. SCHOOL
Daniel Gardens, off Sumner Road, Peckham, S.E.15
Telephone: 01-703 3128
Headmaster: Mr. J. F. Pinno
Required September, 1977. Experienced class teacher required to assume responsibility, Scale 2 at present for Music. Applicants must have good experience of class teaching, and be capable of continuing the instrumental work which has been established in this school. Successful candidate would join a very happy and industrious staff. The school is traditionally organised and emphasis is placed on manners and conduct. Visits are welcome. Further information can be obtained from the Head. Vacancy due to promotion.

HOLY TRINITY C.E., J.M. & I. SCHOOL
Hortland Road, London N.W.1.
Tel: 01-267 0771
Headmaster: Mr. S. C. Glover
Required for September. Teacher with responsibility for Infant department.
Scale 2 post. Regular Communicant member of C. of E. preferred. Application forms and details by post only from the Headmaster (stamped addressed envelope required). Visits by arrangement welcomed.
Re-advertisement. Previous applications will be considered.

NORWOOD PARK PRIMARY SCHOOL
Gipsy Road, West Norwood SE27 9TG
Telephone: 01-670 1596
Headmistress
Scale 3 post for Head of Infants (with responsibility for Infant/Junior transition).
Required for September.
It is envisaged that applicants for this post will be teachers with sound experience in urban schools, an understanding of learning and development beyond the infant stage and the ability to organise efficiently this important area of education.
This post will give ample scope for further administrative and management responsibilities to be undertaken.

ST. JOHN'S WALWORTH C.E. J.M. AND I. SCHOOL
Larcom Street, S.E.17
Experienced Teacher for Head of Infants (Scale 2 post) for September, 1977.
Anglican communicant preferred.
Apply to: The Chairman of the Managers, Rev'd H. Lovell, St. John's Vicarage, Larcom Street

Scale 1 Posts

ALLEN EDWARDS (J.M.)
Studley Road SW4 6RP
Telephone: 01-622 3985
Headmaster
Part-time Teacher (up to .5) required for Summer term. Please telephone for details.

ASHBY MILL (J.M. & I.)
Prague Place, off Lyham Road SW2 5EB
Telephone: 01-733 6281
Headmistress
Part-time Teacher required to work in the Junior Department for Summer Term 1977 only.
Please apply to the Headmistress stating special interests.

NURSERY EDUCATION

Headship

Please see separate display advertisement for Bechel Kenlinn School.

SPECIAL EDUCATION

Headship

Please see separate display advertisement for Woodstock (M) Maladjusted School.

BOARDING SCHOOLS

FIRCROFT PRIMARY SCHOOL
Glenburnie Road, S.W.17.
Tel.: 01-672 6288
(Headmaster, S. A. Chamings)
A teacher is required A.S.A.P. for the five class infant department to teach singing and percussion one day a week (.2). Please telephone to arrange an appointment.

ANERLY SCHOOL
(Maladjusted Senior Boys) (801 Versailles Road, SE20 8AX.
Tel.: 01-778 5867 (Headmaster)
Teacher (Scale 1) for basic subjects at remedial level with a group of senior maladjusted boys. Ability to offer a specialist subject e.g. Art or Music, plus a wide range of interests adaptable for classroom and out of school hours an advantage. Teachers required to undertake 15 hours per week (average in term time) approved extraneous duties for an allowance of £920 p.a. (non-superannuable). London allowance (outer area £297 p.a.) and special schools addition also payable. Single accommodation available but married teachers with own accommodation will also be considered. Visits to the school welcomed by arrangement with the Headmaster.

OTHER APPOINTMENTS

EARLSFIELD HOUSE RECEPTION CENTRE
1 Swaffield Road, London, S.W.18.
Tel.: 01-874 0000
Required from 25th April 1977, or as soon as possible afterwards, a Teacher-in-Charge (salary scale 3 without special schools addition) of a three teacher unit within the Reception Centre for children of primary and secondary ages in the care of the London borough of Wandsworth. The successful candidate, in addition to teaching duties, will have the responsibility for the co-ordination of the work of the three classes and the educational aspects of assessment. It is essential that the teacher-in-charge can work successfully with unsettled and disadvantaged children, and can provide a strong lead in the development of learning opportunities.
Application forms available from and returnable within 14 days to:— The Education Officer, EO/TS5, The County Hall, London SE1 7PB. Please enclose a self addressed envelope.

Social Studies

Heads of Department

WILTSHIRE
EDUCATION COMMITTEE
WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, near Swindon SN4 7HB
(11 to 18 Comprehensive School for 1,300 pupils)
HEAD of SOCIAL STUDIES (Scale 4)
The department comprises History, Geography and Economics. There is an integrated course in the first three years and the separate disciplines are studied for C.S.E., G.C.E. at "O" and "A" levels. Sociology, British Constitution and Geology are introduced as sixth form options.
Application forms and further details from the Headmaster at the school (stamped addressed envelope, please).

Other Posts on Scale 2 and above

SUFFOLK
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich IP1 5JN
Headmaster designate: W. Horsfield, M.A., B.Sc. (Econ.)
CO-ORDINATOR of SOCIAL STUDIES (Senior Teacher).
A well qualified and suitably experienced TEACHER is required to control and co-ordinate the work in the following subject areas, and to advise on the establishment of appropriate "A" level and other sixth form courses: Geography, Environmental Studies, Sociology, History, Economic History, Law and Government, Economics, Community Studies, Integrated Studies and Religious Education. This 11 to 18 comprehensive school is to be formed in September 1977 with an establishment of 1,450.
Application forms and further details (stamped addressed envelope please) obtainable from the Head at the school, to whom they should be returned not later than 10 days from the appearance of this advertisement. Previous applicants remain under consideration and need not re-apply.

Scale 1 Posts

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SJ
(Roll 1,366)
Head Teacher:
Mr. J. A. McDonald, M.A.
Required immediately:—
ASSISTANT MASTER/MISTRESS to teach SOCIAL STUDIES throughout the school. Scale 1.
Burnham Scale plus London Allowance (£297) plus Annual Supplement (£318) plus Social Priority Allowance (£201 or £276).
Application forms may be obtained from the Head Teacher (telephone: 01-511 0231) and should be returned immediately to the school.

Speech and Drama

Other Posts on Scale 2 and above

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977 — VALLEY PARK SCHOOL.
Headmaster: D. L. Lee, B.Sc., M.Ed.
DRAMA.—Scale 2. Possible Scale 3 for suitable applicant.
An experienced TEACHER is required, to be responsible for the teaching of Drama throughout the school. Drama teaching will be expected to contribute significantly to the development of pupils' confidence and skill in controlled oral expression.
Candidates will need to demonstrate their understanding of, and commitment to, this expectation and the ability to develop appropriate teaching programmes for it.
Valley Park is a new Group 11 comprehensive school, opening in September with a first-year intake only.
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4BH, to whom they should be returned within 10 days of this advertisement. (Stamped addressed envelope, please.)

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
STANTONBURY CAMPUS—
BRIDGEWATER HALL
FACULTY OF DRAMA
TEACHER required for DRAMA throughout the school. Drama is an important part of the curriculum and is being developed to include C.S.E. (Mode 3), "O" level and "A" level examinations.
The Stanton Time programme within the Lower School allows a very flexible use of time and spaces (which include a theatre and a drama studio).
A willingness to assist with English in the Upper School would be an advantage. Scale 1 post, but Scale 2 may be possible for experienced candidates.
The Stantonbury Campus is the first of a number of large comprehensive school campuses to be developed within the new city of Milton Keynes. Ultimately it will provide secondary education for 4,500 students in the age range 12 to 19, distributed through three schools of 1,500 students each. All the schools will share the facilities of an extensive Central Resource Area on the site in addition to their own provision.
As a result of close cooperation with local authorities, a large Leisure Centre, Theatre, Music Centre, Health Centre, Ecumenical Centre, Community College, Youth Centre, shopping and recreational facilities are all an integral part of the campus for shared use with the surrounding community.
The first of these comprehensive schools, Bridgewater Hall, opened in September, 1974, with 200 students (now 1,000) and its first members have just entered their "A", "O" and C.S.E. successes and University places. Very wide career opportunities for teaching staff will develop as the Campus grows.
Help with housing may be available. Removal expenses payable in approved cases.
Application as soon as possible to Geoffrey Cooksey, M.A., Director, Stantonbury Campus, Stantonbury, Milton Keynes MK14 6BN. Telephone: Milton Keynes 316600 [illegible].
Full information will be sent [illegible].

CUMBRIA
EDUCATION COMMITTEE
THE BREWERY ARTS CENTRE
Kendal
Well established Arts Centre requires for September DRAMA SPECIALIST with at least one or two years' teaching experience. Another skill e.g. music, video or dance an advantage.
Salary Scale Burnham F.E. Lecturer I £3,761 to £4,[illegible].
Further details and application form from G. D. Bishop, Assistant Director of Education, John Whinnerah Institute, Barrow-in-Furness, and returnable to him by 5th April, 1977.

EAST SUSSEX
TIDEWAY SCHOOL
Newhaven
Required from September TEACHER of DRAMA, Scale 1. This is a new appointment resulting from the growth of this fully developed 11-18 comprehensive school.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Tideway School, Southdown Road, Newhaven (foolscap stamped addressed envelope).

HAMPSHIRE
[illegible] SCHOOL
London Road, Alton
(11 to 16. Comprehensive Mixed; number on roll 900 plus 110 in Sixth Form)
For September:
Scale 1 DRAMA. State other subjects.
Stamped addressed envelope to Head for details. Housing accommodation in suitable cases.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
ALDERMAN CATLEUGH SECONDARY SCHOOL
Queensway, King's Lynn, Norfolk
(1,370 Mixed)
Required for September, 1977:
Scale 1, DRAMA, some help with English.
Application forms and further details may be obtained by sending a stamped and addressed envelope to the Head Teacher of the school. Removal expenses are paid in accordance with the Authority's scheme.

Technical Studies

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
PILGRIM UPPER SCHOOL
Brickhill Drive, Bedford
Group 13
Required for September, 1977, HEAD of TECHNICAL STUDIES, Scale 4. This is a temporary post for one year and will provide good experience for an ambitious and well qualified teacher. A creative approach to craft and design is important. The ability to teach woodwork is essential.
Pilgrim School is situated in north Bedford and is an Upper School (roll 1,370, Sixth Form 260) developing from a large and successful grammar school.
Application forms and further details available from the Headmaster (stamped addressed envelope). Completed forms should be returned as soon as possible, and no later than [illegible].

BERKSHIRE
WINDSOR GRAMMAR SCHOOL
Maidenhead Road, Windsor
For September, HEAD of CRAFT, DESIGN and TECHNOLOGY Department (Scale 4) to take charge of new Craft Block now being built for the impending re-organisation of the school in September, 1977, to a comprehensive school for 720 boys aged 13 to 18.
London Fringe Allowance £150 per annum. Lodging allowance and removal expenses schemes in operation.
Apply by letter to the Headmaster enclosing recent testimonials and names and addresses of two referees. Closing date: March 28.

HARINGEY
(London Borough of)
SOMERSET SCHOOL
White Hart Lane, N.17
Voluntary Controlled Boys' Comprehensive School, roll 1,000
Required for September:—
HEAD of TECHNICAL STUDIES (Scale 4)
Candidates should be suitably qualified and experienced and have good organising ability. The school is on two sites; there are four workshops and a Drawing Office at the Upper School (years 3 to 5) and two workshops at the Lower School. The post involves co-ordination of work throughout the school and close liaison with the Art Department at all levels. Design and Technology and Technical Drawing are taken to "A" Level.
London Allowance (£402).
Social Priority Allowance (£201/£276).
Removal expenses—100 per cent allowed.
Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of School as soon as possible.
Chief Education Officer, Education Offices Somerset Road, N17 9EJ.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appletree Avenue, Yiewsley,
West Drayton UB7 8DA
(Number on roll: 1,080, 60 in Sixth Form)
Headteacher: K. E. R. Bryant B.Sc.
Required for September 1977
HEAD of Faculty of CRAFT and DESIGN (Scale 4)
To have overall responsibility for the work of the faculty. The Range of Courses provided is as follows:
Years One and Two
A creative design course for both boys and girls (in cooperation with the Science and Art Departments).
Year Three
Metalwork and Woodwork.
Years Four and Five
Options include Technical Drawing, Graphic Design, Engineering, Metalwork and Woodwork.
Sixth Form
A Technology Course is being established.
The person appointed will be expected to act as a team leader of six staff and to make a full contribution to the school as a whole.
Please apply by letter to the Headteacher at the school, giving full career details and the names of two referees. Closing date 23 March 1977.
London Allowance payable.
Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

Other Posts on Scale 2 and above

AVON COUNTY
LOCKLEAZE SECONDARY SCHOOL
Romney Avenue, Bristol BS7 9XL
Required for 1st September, 1977, in this expanding mixed comprehensive school (roll 1,350) situated on the northern outskirts of the City of Bristol, a TEACHER for METALWORK mainly in Years 1 to 3 with a little senior work.
Applications also welcomed from teachers seeking first appointment (Scale 1).
Salary Scale 2 plus Social Priority Area Allowance for experienced applicant.
Apply by letter to the Headmaster giving particulars of qualifications and experience and the names and addresses of two referees.

ESSEX
CHALVEDON COMPREHENSIVE (11 to 18)
Wickford Avenue, Pitsea, Basildon
(Roll: 1,370)
Tel: Basildon 552536
Scale 2. Required September, 1977, a TEACHER of TECHNICAL STUDIES (mainly Metalwork with some Technical Drawing). Outer London Fringe Allowance payable; possibility of rented accommodation.

TORRELLS SCHOOL
Buxton Road, Grays
(Roll: 1,200)
Tel: Grays Thurrock 71351
WOODWORK
Scale 2. Required for September, 1977—TEACHER in to be in charge of WOODWORK in a Creative Studies Faculty. Excellent facilities.
Application forms and further particulars may be obtained from the Head of the School concerned to whom completed application forms should be returned.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
BOYS' HIGH SCHOOL
London Road, Bishop's Stortford
(600 on roll)
TEACHER of TECHNICAL STUDIES required September to teach mainly Metalwork/Technology in this boys' comprehensive school. The Department has excellent facilities for Engineering, Metalwork, Woodwork and Technical Drawing, and includes a project area currently used for G.I.T.P. work. A Scale 2 post is available for an experienced teacher, although candidates seeking their first appointment will be considered.
Applications by letter, giving names and addresses of two referees, to the Headmaster as soon as possible.

COUNTY OF SOUTH GLAMORGAN

Required for April unless otherwise stated.

SECONDARY

CANTONIAN HIGH SCHOOL, Cardiff
(11 to 18 Comprehensive) 10 form entry
RELIGIOUS EDUCATION : Scale 1
To teach mainly forms 1 and 2. This is a temporary appointment for the summer term.

CARDIFF HIGH SCHOOL (11 to 18 comprehensive) 6 form entry
CHEMISTRY. Scale 2
Required for September to teach the subject throughout the school to "A", "O" and C.S.E. levels, and integrated science in form 1 and 2. Some experience of "A" level teaching is essential. The school has a large sixth form.

ST. CADOC'S R.C. COMPREHENSIVE SCHOOL, Barry
(11 to 18) 3 form entry
GEOGRAPHY : Scale 1 or 2
Graduate teacher to teach throughout the school to "O" level and C.S.E. Suitable qualifications in religious knowledge, and a willingness to assist in its teaching, will be an advantage. A Scale 2 allowance is available for a suitable candidate.

SPECIAL

MEADOWBANK RESIDENTIAL SCHOOL, Cardiff
(for children with severe speech and language disorders)
TEACHER : Scale 1
Required for September, teacher able to offer physical education with special interest in movement and dance. Qualifications to teach Paget-Gorman sign system an advantage.

PRIMARY

CHURCH IN WALES GROUPED SCHOOLS COMMITTEE OF MANAGEMENT
The managers of Church in Wales primary schools invite applications from qualified teachers, who are practising members of the Anglican Communion, for posts in Church in Wales primary schools in September 1977 or earlier.

Application forms may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

Royal County of BERKSHIRE

Closing date unless otherwise stated, 4th April 1977.
London Fringe Allowance £150 p.a. payable in the Slough District.
Lodging allowance and removal expenses schemes in operation.
Assistance with rehousing may be available.

Primary Education

HEAD TEACHER
BEECHWOOD COUNTY JUNIOR SCHOOL
Ambleside Close, Woodley, Reading.
For September, for this Group 7 School.
Forms and further details from District Education Officer, Goodrag Road, Wokingham RG11 1BL.
Please quote: WSA 1736.

DEPUTY HEAD
HUNGERFORD COUNTY PRIMARY SCHOOL
Fairview Road, Newbury.
Roll 428
For September, for this Group 8 School.
Forms, etc., from District Education Officer, 112 Newtown Road, Newbury RG14 7BX.
Closing date: 1st April.

SCALE 1 POST
PARLAUNT PARK COUNTY FIRST SCHOOL
Kennett Road, Slough.
Roll 299
For April, a teacher for 5-7-year-olds. Interest in Music desirable but not essential.
Forms, etc., from District Education Officer, 46 High Street, Slough SL1 1EN.

Secondary Education

DEPUTY HEADTEACHER
WESTGATE COUNTY SECONDARY SCHOOL
Cippenham Lane, Slough
For September for this non-selective Group 9 school, roll 810.
There will be a teaching commitment and applicants are requested to state their teaching subjects. Well established courses to 'O' level and C.S.E. in all subjects.
Forms, etc., from District Education Officer, 46 High Street, Slough SL1 1EN.

DOMESTIC SUBJECTS
Scale 3
THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading.
For September, Teacher in charge of Food and Fabric Section of Design Centre. We are seeking a Home Economics specialist with proven success in the classroom and able to teach the whole ability range through to G.C.E. 'A' level. A considerable amount of curriculum development has been undertaken, resulting in a Policy Document for the Design Centre, and it is hoped that the successful candidate will be able to further contribute to this work, as well as taking direct responsibility for a section comprising four full-time staff and a range of Home Economics/Needlework rooms.
Please apply to the Headmaster (s.a.e.) quoting ref.: WSA 1266A.

FRENCH Scale 1
LANGLEY GRAMMAR SCHOOL
Reddington Drive, Slough.
Roll 830
Required as soon as possible. GRADUATE to teach FRENCH to all levels. Interest in Boys Games a strong recommendation. Forms, etc., from the Head Teacher (s.a.e.).

MATHEMATICS Scale 2
HIGHDOWN COMPREHENSIVE SCHOOL
Surley Row, Emmer Green, Reading RG4 8LR
For September, for this nine-form entry, co-educational, comprehensive school with 1,590 pupils, 11-18. S.M.P. mathematics is taught throughout the school, and in Years 1 and 2 the subject is taught in mixed-ability groups.
Forms, etc., from the Headmaster (s.a.e.).

MATHEMATICS Scale 1
SHAW HOUSE GIRLS' COMPREHENSIVE
Newbury. Roll 709
Required as soon as possible to teach MATHEMATICS throughout the School to C.S.E. and 'O' levels. Ability to teach a second subject would be an advantage. Forms, etc., from the Headmistress (s.a.e.).

HEAD OF MUSIC Scale 4
THEALE GREEN SCHOOL
Theale, Reading
For September for this 7-form entry co-educational school, 1,275 pupils (Sixth Form 200), with a house-based pastoral system, a HEAD OF MUSIC to run a lively, well established department including 'O' and 'A' level work. Strong tradition of choral and orchestral work, including PTA choir. Ability to organise all kinds of musical activity from light shows to chamber music and in teaching music-making at classroom level essential. Purpose built music block including two fully equipped class teaching rooms and 8 practice rooms.
Forms, etc., from the Headmaster (s.a.e.).

Special Schools

HEADTEACHER
Group S (S)
THE PARK SCHOOL
Mildenhall Road, Slough
For September for this day School for E.S.N. (M) pupils. Roll 173.
Forms and further details from District Education Officer, 46 High Street, Slough SL1 1EN.

CYNGOR SIR GWYNEDD COUNTY COUNCIL

YSGOL BOTWNNOG
(Cylun 11-18 · 430 O Ddisgyblion)
Yn eisiau erbyn Medi 1977
PENNAETH YR ADRAN FATHEMATEG (Graddfa 3)
Athro/Athrawes gyda gradd addas a phrofiad i ddysgu mathemateg hyd at lefel 'A'.
Ffurflenni cais i'w cael oddi wrth y Cyfarwyddwr Addysg, Swyddfa Addysg, Caernarfon, dyddiad cau Mawrth 31.

YSGOL DAVID HUGHES, Porthaethwy
(Cyfun 11-18 · 1,340 O Ddisgyblion)
Yn eisiau ar gyfer Medi 1977
1. PENNAETH YR ADRAN GERDD (Graddfa 3)
Athro/Athrawes gyda gradd addas a chymwysterau priodol i ddysgu cerddoriaeth hyd at safon arholiadau lefel 'O' ac 'A'. Bydd y gallu i ddysgu'r pwnc trwy gyfrwng y Gymraeg i rai dosbarthiadau ac i arolygu gwaith allgyrsiol yn hanfodol. Disgwylir i'r ymgeisydd lwyddiannus drefnu gwaith yr adran gan roi sylw arbennig i ddosbarthiadau'r ysgol ganol a'r ysgol uwch.
2. YR ADRAN GYMRAEG (Graddfa 1)
Athro/Athrawes gyda gradd addas i ddysgu cymraeg fel ail-iaith yn bennaf hyd at safon arholiadau lefel 'O' ac 'A'. Bydd parodrwydd i'r gallu i gynorthwyo gyda gwaith adran yr ysgol o fudd gobaith cymru yn fantais sylweddol.
Ffurflenni cais i'w cael gan y swyddog addysg rhanbarthol, neuadd y sir, Llangefni Gwynedd. Dyddiad cau Mawrth 31.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:
(a) Duties to commence September, 1977.
(b) Application forms and details (stamped addressed foolscap envelope) from the Heads at the Schools.
Please quote reference 16/2 on correspondence.

SECONDARY

Holyrood Comprehensive, Chard
(11-18 mixed, 1,185)
For April, 1977. Teacher of MUSIC. Scale 1, temporary post for the Summer Term only, although there is a possibility of a permanent post for a suitable applicant.
Applications by letter to the Head at the School, as soon as possible, with the names of at least three referees.

The Blake Comprehensive, Bridgwater
(11-18 mixed, 923)
Teacher, Scale 1, for SCIENCE, able to teach Physics, General and Combined Science.
Teacher, Scale 1, for METALWORK, to teach throughout the School to "O" level.
Closing date March 28.

Huish's Voluntary Controlled Boys' Grammar, Taunton
(11-18, selective, 600, 200 in sixth. To become coeducational sixth form college after 1978)
Teacher, Scale 1, of GEOGRAPHY; to teach up to and including "O" level. Willingness to help with games an advantage.
Applications by letter to the Head at the School with the names of two referees. Closing date March 30.

Crispin Comprehensive, Street
(11-18 mixed, 1,120)
HEAD OF UPPER SCHOOL, Scale 4. The post carries administrative duties and pastoral care of girls.
Applications by letter to the Head at the school, stating subject interests, full details of career and qualifications, and the names of two referees. Closing date April 7, 1977.

Frome College, Frome
(13-18 mixed comprehensive, 1,271, 187 in sixth and Further Education College combined, on separate sites)
Teacher, Scale 1, of DRAMA/ENGLISH. The College has an excellent theatre and the post offers opportunities in both spheres, and with pupils of all levels of ability.
Required in April or as soon as possible: a fully qualified LIBRARIAN (AP3, £3,234 to £3,894 inclusive of supplement) to take charge of the School Library and to assist in developing its role within the College.
Applications in the first instance by letter to the Principal, giving full details and the names of two referees as soon as possible, enclosing a stamped addressed envelope for further details.

Haygrove Comprehensive, Bridgwater
(11-18 mixed, 959)
Teacher, Scale 1, of GIRLS' PHYSICAL EDUCATION. Games, Gymnastics and Modern Dance required.
Closing date March 28.

The Castle Secondary, Taunton
(11-16 mixed, 722. Reorganisation planned, to become 11-16 mixed comprehensive after 1979)
Well-qualified teacher of ENGLISH, Scale 1, to join a vigorous and successful Department, and to teach to all levels of ability throughout the school up to "O" level. A willingness and ability to contribute to the extra-curricular life of the school will be looked for.
Closing date March 28.

MIDDLE SCHOOLS

Selwood Voluntary Controlled Middle, Frome
(9-13 mixed, 580)
Teacher of SCIENCE, to work with Year 2Teams. Some specialist work with older children. Scale 2 Post available for suitable applicant.
Teacher, Scale 1, of FRENCH, to work with second and third-year teams.
Closing date March 28.

PRIMARY HEADSHIPS

Stratton-on-the-Fosse Church of England Voluntary Aided Primary School
(proposed 5-11 with 49 on roll, at present 5-8, 22 on roll)
Head for this Group 1 School. Application forms and details (stamped addressed envelope) from the Chief Education Officer, Staffing (T) Section, Education Department, County Hall, Taunton.

SPECIAL

Elmwood School, Bridgwater
(135 ESN (M))
Teacher, Scale 1(S), for Middle School with Primary training. Special School experience an advantage. Closing date March 28.

EAST SUSSEX COUNTY COUNCIL

THE DOWN SCHOOL
DOWN ROAD, BEXHILL-ON-SEA
HEADMASTER, MR. C. D. EVANS, B.Sc.

The following Heads of Department are required for September, 1977. The school will take its first comprehensive intake in September next —

1. Head of Home Studies, Scale 3
The ability to teach Home Economics and Needlework essential. The school has well equipped facilities, based on two specialist rooms. Successful teaching experience in a comprehensive school desirable.
2. Head of Mathematics, Scale 4
Successful teaching experience in a comprehensive school desirable.
3. Head of Modern Languages, Scale 4
The successful candidate will be expected to teach two European languages including French.
4. Head of Girls' Physical Education, Scale 3
The successful candidate will be expected to develop a full range of physical activities and establish good standards in competitive games.
5. Head of Technical Studies, Scale 4
The ability to teach the three main technical subjects desirable. The school has well equipped facilities based on two specialist rooms. The successful candidate will be expected to develop courses to meet the current needs of technically minded school leavers.

Application forms are obtainable from the Headmaster of the school, to whom completed forms should be returned by Monday, April 4, 1977.

East Sussex

KENT County Council Education Committee

Ashford Division
The Towers School, Faversham Road, Kennington, Ashford
(Coeducational, roll 900-plus)

The following additional staff are required in September due to the development of the School:—
ENGLISH DEPARTMENT—Two Scale 1 Posts (preferably graduates).
MODERN LANGUAGES DEPARTMENT—Scale 1 Teacher for French to CSE level. Language Laboratory and Audio-Visual Aids available (German taught as second language).
HUMANITIES DEPARTMENT—Two graduate teachers required to work with Humanities Department Team. Specialist interest in Geography or Religious education essential.
MATHEMATICS DEPARTMENT—One, possibly two, Teachers (Scale 1) to teach Mathematics to CSE/"O" level (graduates preferred); to teach across the ability range. Kent Mathematics Project starting September.
REMEDIAL DEPARTMENT—Teacher for slow-learning pupils. Experience in teaching reading and number essential. Remedial Department works on withdrawal system, dealing with very small groups of all ages.
AESTHETIC STUDIES—Teacher of Home Economics/Art, Scale 1. Purpose-designed block with opportunities for integration of Art, Home Economics and Needlecraft.
HEAD OF YEAR required for Upper School (Scale 3), offering one of the above subjects. Detailed job specification available.
Application by letter to Headmaster. Further details of School available on receipt of stamped addressed envelope.

City of WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

NORMANTON NEW 13-18 COMPREHENSIVE SCHOOL

1,150 mixed (including 200 in Sixth Form), to be formed from the amalgamation, in September next, of the local Grammar and Secondary Modern Schools. The following appointments are required for September:—

HEAD OF PHYSICS DEPARTMENT, Scale III
TEACHER for work with students with learning difficulties. Experience preferred but a new teacher excited by this challenge would be carefully considered.
TEACHER for Modern Languages, offering German to 'S' and 'A' level, and Main School French. Scale III for suitably experienced applicant.
TEACHER to share in the Teaching of Mathematics, interested in modern approaches.
TEACHER OF SCIENCE, offering Physics to at least 'O' level.
TEACHER FOR HISTORY, to 'A' level. Scale II for suitably experienced applicant.

EASTMOOR HIGH SCHOOL

Required for September, 1977, an ASSISTANT TEACHER (Scale 1) with responsibility for Girls' Physical Education at this 13-16 plus uncreamed Comprehensive School. The closing date is April 18, 1977.

OSSETT SCHOOL

Required for September 1977 HEAD OF THE HISTORY DEPARTMENT (Scale 3), at this large Mixed Comprehensive School. Closing date March 31, 1977.

Requests for application forms and further details (accompanied by a stamped addressed envelope) should be addressed to the Education Offices, 8 Bond Street, Wakefield, to be returned by March 30, unless otherwise stated.

SECONDARY
Technical Studies continued

HERTFORDSHIRE COUNTY COUNCIL
EAST HERTS DIVISION
THE TRINITY SCHOOL
Fanhams Hall Road, Ware
(Voluntary Controlled)
(600 mixed)
TEACHER of BOYS' CRAFTS to work in a team of three. Candidates with any or no experience are welcome to apply. A Scale 2 post is possible.
Modern facilities.
Write, naming two referees, direct to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM—CHATHAM SOUTH SECONDARY SCHOOL
Letchworth Avenue
TEACHER of TECHNICAL DRAWING
Tel: Medway 44277
(Mixed, 900 on Roll)
Required for September 1977, a TEACHER to develop the subject throughout the school to examination level. The subject is taught to mixed-ability groups in the first two years and afterwards as an optional choice.
A scale 2 post is available for an enthusiastic teacher with some experience but applications are also invited from students with initiative and drive who are seeking their first appointment.
An involvement in the pastoral work of the school will be expected and assistance with games or other extra-curricular activities would be an additional recommendation.
The school opened in September, 1973, and is situated in a pleasant residential area on the outskirts of Chatham.
Apply by letter to the Headmaster immediately giving the names and addresses of two referees, or telephone for further information.

SHEPWAY DIVISION
SOUTHLANDS SCHOOL
New Romney
(Founded 1940)
Southlands School is a developing 11 to 18 comprehensive with about 1,500 boys and girls taking all the children of Romney Marsh. New Romney is a pleasant, historic town close to the sea. There are extensive new buildings nearing completion and the school is set in ample playing fields.
A TEACHER is required for September to join this Department which takes some pupils of all abilities throughout the Upper School, including the Sixth Form. A new drawing office will soon be available. An ability to teach a second subject would be an advantage.
Apply by letter to the Headmaster, giving details of qualifications, experience and interests, together with the names of two referees.

MERTON
(London Borough of)
EDUCATION COMMITTEE
GARTH (MIXED) HIGH SCHOOL
Lilleshall Road, Morden
SM4 6DU
Headmaster: Mr. J. P. Allen, B.Sc.
Tel: 01-648 4904
Age range: 13 to 18 years.
Required April–September, 1977, a TEACHER of TECHNICAL STUDIES, especially WOODWORK. Scale 2 post available for suitable candidate.
London Allowance £402. Legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application should be made in writing to the Headmaster by 30th March, 1977.

SANDWELL
(Metropolitan Borough of)
TIVIDALE COMPREHENSIVE SCHOOL
Lower City Road, Tividale, Warley
West Midlands
Required for September 1977: TEACHER of WOODWORK (Scale 2 post) to take responsibility for Woodwork under the leadership of the Head of Technical Studies.
The school is an 11 to 18 mixed Comprehensive with 1,200 pupils on roll.
Application forms and further details available from and returnable as soon as possible to the Head Teacher at the school.

WEST SUSSEX
WESTERN AREA
MIDHURST GRAMMAR SCHOOL
Midhurst, Sussex
(Voluntary controlled senior comprehensive: 13 to 18 years)
For September, earlier if possible, TEACHER of METALWORK and TECHNICAL DRAWING to G.S.E. and "O" levels together with C.S.E. and "O" levels to Sixth Form. Interest in Design and Technology an advantage. Scale 2 post for suitable candidate.
Apply, in writing, to Head of school, giving qualifications, previous experience and names and addresses of two referees.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1977:—
MORETON SCHOOL
Headmaster, K. Pink, O.A.
TECHNICAL STUDIES. Scale 2. Suitably qualified and experienced TEACHER of TECHNICAL STUDIES, with bias towards Woodwork, for this new 11-18 mixed comprehensive school, which opened in September, 1976.
HIGHFIELDS SCHOOL
TECHNICAL STUDIES. Scale 1 or 2. TEACHER for mainly Metalwork Engineering in an experienced department. The post would suit either an experienced teacher or a newly qualified applicant.
The school is involved in project technology at all levels, and Engineering Design is taught at "A" level.
Highfields is a mixed comprehensive, at present in Group 13, with over 1,600 pupils on roll. It is pleasantly situated in open country on the southern boundary of the town. The buildings are modern and largely purpose-built with excellent facilities for all subjects. They include a recently built Arts and Sixth Form Centre, and the school has its own Outdoor Pursuits Centre in Wales, where major course and project work is about to commence.
Application forms from the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DR, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope please).

Scale 1 Posts

BARKING
(London Borough of)
EASTBROOK COMPREHENSIVE SCHOOL
Dagenham Road, Dagenham
(Roll 1,174)
Required September, 1977:
TECHNICAL STUDIES. A specialist interested in WOODWORK preferred but candidates offering other major interests will be considered.
The school is on one site with well-equipped workshops and drawing office.
Successful applicant will be given the opportunity to take their share of the work within this strong department. Scale 1.
London Addition £402 per annum. Reimbursement of removal expenses in approved cases.
Application form (stamped addressed envelope) available from the Head Teacher at the school, returnable by 1st April, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
Required for September 1977 TEACHER of TECHNICAL STUDIES; ability to offer games as a subsidiary an advantage.
Application form and further details available from the Headmaster at the School (stamped addressed envelope please).

BEDFORDSHIRE
EDUCATION SERVICES
SOUTHERN AREA
LEA MANOR HIGH SCHOOL
Northwell Drive, Luton LU3 3TL
Headmaster, Mr. R. L. Austin B.A.
Required for September 1977, TEACHER of TECHNICAL STUDIES. Scale 1, offering two subjects from Metalwork, Woodwork and Technical Drawing within the Faculty of Creative Arts, at this new purpose-built mixed comprehensive school catering for the 11 to 16 age range.
Some assistance with accommodation may be possible.
Application forms obtainable from the Headmaster (stamped addressed envelope, please).

BRENT
(London Borough of)
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, N.W.2
(Roll 627)
This new six-form entry comprehensive school opened September, 1974, with only a first year and will have its fourth first year intake in September, 1977. It is supplied with the most modern equipment and specialized accommodation in all departments. The school is situated in very pleasant surroundings and comprises a main three storey block, Sports Hall, large playing field and self-contained staff area. A Sixth Form Block is to be built next year.
Required from September —
TEACHER in CREATIVE SKILLS Department (Scale 1) to teach in a new and developing Craft Department. Successful applicant would be expected to teach mainly Metalwork, with some Woodwork or Technical Drawing. Willingness to help with games would be welcome.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and references.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
HELSTON SCHOOL
Church Hill, Helston TR13 8NL
(12 form entry, Group 13)
Headmaster, A. O. Worrall, O.Sc., J.P.
TECHNICAL STUDIES, Scale 1.
For September 1977, a CRAFT TEACHER to teach mainly TECHNICAL DRAWING but also some Woodwork and Metalwork.
Application forms and further details can be obtained from the Headmaster of the School (stamped addressed envelope please). Completed application forms should be returned to the school within 14 days of the appearance of this advertisement.
K. Linfoot, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

COVENTRY (City of)
CHURCHILL COURT MIXED COMPREHENSIVE SCHOOL
Northbrook Road
(1,850 on roll)
Required Autumn Term or earlier if possible:—
TECHNICAL STUDIES—WOODWORK and METALWORK in "A" level in large department, Scale 1.
Closing date 10 days after appearance of advertisement. Canvassing disqualifies.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school.

CROYDON
(London Borough of)
ST. JOSEPH'S COLLEGE
Beulah Hill, Upper Norwood
S.E.19
Tel: 01-761 1426
Required: for September, 1977.
St. Joseph's College (founded in 1856 and run by the De La Salle Brothers) is a Roman Catholic voluntary aided school for boys aged 11-18, with six form entry up to the fourth year and 180 in the sixth form.
A TEACHER of DESIGN and TECHNOLOGY is required for this new and developing Department. Present courses lead to C.S.E. "O" and "A" level. A willingness to work across the range of crafts within the London University syllabus is desired.
Salary—Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the HEAD TEACHER at the above address by 1st April, 1977.

DERBYSHIRE
EDUCATION COMMITTEE
LEES BROOK SCHOOL
Morley Road, Chaddesden, Derby
Required for September, 1977 at this nine-form entry 11-18 comprehensive school. A TEACHER of CRAFT, WOODWORK and/or METALWORK.
Scale 1.
Ability to teach Maths or Science to Junior forms desirable.
Apply by letter to the Headmaster, quoting names and addresses of two referees.

DORSET
FERNDOWN UPPER SCHOOL
Ferndown, Wimborne, Dorset
Telephone: (0202) 871243/4
Co-educational Comprehensive
(13-18): 1,100 on roll
Required for September, 1977: TEACHER to join well-established Technical Studies Department to teach principally Metalwork and Technical Drawing to students of all levels of ability to G.C.E. "O" and "A" and C.S.E. Excellent workshop facilities. Assistance with removal and legal expenses.
Applications by letter to the Headmaster as soon as possible, giving details of age, qualifications and experience, together with the names of two referees. Further particulars (stamped addressed envelope please).

DURHAM
COUNTY COUNCIL
USHAW MOOR SECONDARY SCHOOL
(11 to 16 years; 730 on roll)
METALWORK. Salary Scale 1. QUALIFIED TEACHER required, with ability to also teach TECHNICAL DRAWING, for September, 1977, in this school which is scheduled to become comprehensive when new buildings are completed.
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, County Hall, Durham.
Closing date for applications, 4th April, 1977.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
CARDINAL NEWMAN SCHOOL
The Upper Drive,
Hove, BN3 6ND
(Roll 1,650 mixed in September, 1977: 250 in Sixth Form)
Required for September, 1977, TEACHER for WOODWORK and METALWORK, Scale 1.
Generous scheme of relocation grants available in approved cases.
Application forms and further details available from the Headmaster, Anthony Smith, M.A., at the school.

EAST SUSSEX
(Eastbourne Area)
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex
BN27 1DT
Required for September, 1977, METALWORK TEACHER (Scale 1) to teach at all levels in this mixed comprehensive school of 1,360 pupils (11-18). Excellent facilities. New craft block just opened.
Relocation grants available in approved cases.
Application form and further details from the Headmaster (stamped addressed envelope please). Closing date 1st April.

EAST SUSSEX
HOVE AREA
PORTSLADE COMMUNITY COLLEGE
Comprehensive Mixed 11-18
No on roll 1,440, sixth form 120
Required for September owing to increased numbers, TEACHER OF METALWORK (Scale 1) to teach the 11-13 age group.
Applications by letter (no forms) including curriculum vitae and names of two referees to the Principal, Portslade Community College, Chalky Road, Portslade, BN4 2WS.
Closing date 25th March.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
WINCHMORE SCHOOL
(Mixed Comprehensive)
Laburnum Grove, London N21 3HS
(Roll: 1,342)
Required in September, 1977 a TECHNICAL GRAPHICS TEACHER. Scale 1, to work within the faculty of design and to take the subject to G.C.E. "O" and C.S.E. levels. The applicant should have an imaginative approach to the subject.
This is a new appointment in an expanding school.
London Allowance £297 per annum.
Temporary housing (up to two years) 100 per cent removal expenses (£400 maximum) relocation costs and lodging allowance where appropriate.
Application forms (stamped addressed envelope) obtainable from the Headmaster whom they should be returned as soon as possible.

ESSEX
BELFAIRS HIGH SCHOOL FOR BOYS
(Roll 875)
Highlands Boulevard
Leigh-on-Sea
Tel: Southend 74498
WOODWORK, T.D.
Assistant required to teacher. Woodwork-Technical Drawing to G.S.E. and "O" level. Department contains two metal, two wood, one Automotive Workshop and three T.D. rooms.

THE BRAMSTON SCHOOL
(Roll 1,460)
Spinks Lane, Witham
Tel: Witham 512911
METALWORK
Required for April or September for Department with outstanding facilities. To teach mainly to specialize in Metalwork in new workshop, as member of a skilled team. Closing date 1st April.

THOMAS LORD AUDLEY SCHOOL
(Roll 700 Mixed)
Monkwick Avenue, Colchester CO2 8NN
Tel: Colchester 47911
Required for September, 1977, TEACHER for TECHNICAL STUDIES able to offer either WOODWORK or METALWORK or both. Opportunity to develop related aspects of the subject in modern craft-rooms.
Application forms and further particulars may be obtained from the Head of the School concerned, to whom completed application forms should be returned.

ESSEX
THE PARK SCHOOL
CRAFT, DESIGN and TECHNOLOGY.
For details of school and posts see separate "Essex" block advertisement under Deputy Heads.

HAMPSHIRE
EGGARS SCHOOL
London Road, Alton
11 to 16 Comprehensive Mixed
Number on roll 900
plus 110 in Sixth Form
For September:—
Scale 1 or 2 according to experience—TECHNICAL SUBJECTS—Metal preferred. State Craft area. First appointment welcomed.
Stamped addressed envelope to Head for details—housing accommodation in suitable cases.

Cyngor Sir DYFED County Council EDUCATION COMMITTEE

PENGLAIS SCHOOL, ABERYSTWYTH
(Co-educational Comprehensive, 1,200 on roll)

Applications are invited for the following appointments to commence duties in September, 1977. In all cases an ability and willingness to participate in "out of school" activities would be an additional recommendation.

Head of Geology Department (Scale 3). An enthusiastic and well-qualified teacher will be required to take responsibility for this subject in a well-established department with an excellent academic reputation. The successful applicant will be expected to teach to CSE, 'O' and 'A' levels. There is a purpose-built and well-appointed geology laboratory available. A strong interest in field work is essential.

A Graduate Teacher of English and Drama (Scale 1). The person appointed will be required to teach to CSE and GCE 'O' level and will be expected to assume a particular responsibility for developing drama throughout the school and to be responsible for school productions.

A Graduate Teacher of English (Scale 1). The person appointed will be required to teach to CSE and GCE 'O' level.

A Temporary Teacher of Music for one year (Scale 1). The person appointed should be well qualified and will be required to teach to CSE level and there will be some 'O' level work available. An ability to contribute to choral and orchestral work will be an added recommendation.

Application forms are available on receipt of a s.a.e. from the headmaster at the school and should be returned by Friday, 15th April, 1977.

Required by 1st September, 1977.

GWENDRAETH GRAMMAR SCHOOL, DREFACH, LLANELLI (633 pupils)

A suitably qualified graduate teacher of chemistry with some physics. Scale 1 post. An opportunity could be arranged for the person appointed to teach chemistry in parallel groups with the head of department throughout the school.

MILFORD HAVEN GRAMMAR SCHOOL
(Co-educational, approx. 750 on roll)

Required for September next, an assistant chemistry teacher, able to cope with the full range of work up to Advanced level of the GCE. The person appointed will also be required to teach physical science up to 'O' level standard. A Scale 2 post is available for a suitably experienced and qualified candidate.

FISHGUARD COUNTY SECONDARY SCHOOL

Required for 1st September, 1977.

Teacher of Needlecraft and Design to be responsible for the subject up to CCE 'O' level. Scale II post for suitably qualified and experienced teacher.

Applications for the above posts should be made by letter, together with the names and addresses of two referees, to the head teacher of the school concerned by 1st April, 1977.

Canvassing directly or indirectly will disqualify.

YSGOL GYNRADD DANCYFELIN (Grwp 1)

Gwahoddir ceisiadau oddi wrth athrawon profiadol am swydd Prifathro/Prifathrawes yn yr ysgol uchod. Mae gwybodaeth o'r gymraeg yn hanfodol.

Gellir cael ffurflenni cais ar dderbyn amlen gydachyfeiriad a stamp arni, oddi wrth y Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, i'w dychwelyd erbyn 15fed Ebrill 1977.

Yn eisiau erbyn 1af Medi, 1977.

YSGOL UWCHRADD Y GWENDRAETH, PONTYBEREM
(419 o Ddisgyblion)

Athro neu Athrawes i ddysgu daearyddiaeth a Hanes drwy gyfrwng y Gymraeg hyd at lefel 'O'. Posibilrwydd o gyflog ar Raddfa 2 i ymgeisydd gyda'r cymwysterau a'r profiad angenrheidiol.

Dylid danfon ceisiadau drwy lythyr, gan roi manylion llawn, ynghyd ag enwau a chyfeiriadau dau ganolwr, at Brifathro'r ysgol erbyn 1af Ebrill, 1977.

YSGOL GYNRADD LLANDYBIE (Grwp 4)

Gwahoddir ceisiadau oddi wrth athrawon profiadol am swydd Dirprwy Brifathro/Prifathrawes yn yr ysgol uchod. Mae gwybodaeth o'r Gymraeg yn hanfodol. Bydd yr ymgeisydd yn gyfrifol am y safon academaidd drwy'r ysgol. Gellir cael ffurflenni cais ar dderbyn amlen gyda chyfeiriad a stamp arni, oddi wrth y Swyddog Addysg Rhanbarthol, 1 Heol Penlan, Caerfyrddin, a dylid eu dychwelyd erbyn 1af Ebrill, 1977.

YSGOL GYNRADD TRIMSARAN

Yn eisiau cyn gynted a phosibl, Cynorthwydd gyda Chymwysterau (Graddfa 2). Bydd y swydd hon yn golygu dysgu drwy gyfrwng y Gymraeg a bod yn gyfrifol hyrwyddo astudiaethau amgylchedd drwy'r ysgol.

YSGOL BABANOD ABERTEIFI (Grwp 4)

Yn eisiau cyn gynted a phosibl.
Athro / Athrawes i ddysgu Cerddoriaeth a gofalu am adnoddau. Swydd Graddfa 2.
Gellir cael ffurflenni cais ar dderbyn amlen gyda chyfeiriad a stamp arni oddi wrth y Swyddog Addysg Rhanbarthol, Swyddfa'r Sir, Aberystwyth, i'w dychwelyd erbyn 25ain Mawrth, 1977.
Ni chaniateir canfasio.
Henry D. Thomas, Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen, Dyfed.

Gwent County Council

Education Department

Applications are invited from qualified teachers for the following vacancies:—

Required for September 1, 1977:—

BASSALEG COMPREHENSIVE SCHOOL (11 to 18)
(a) PHYSICS. Graduate to share the teaching throughout the school up to and including "O" and "A" level
(b) GENERAL SUBJECTS.
(c) GEOGRAPHY to "O" and "A" level. Scale 2 for suitably qualified and experienced candidate.

CAERLEON COMPREHENSIVE SCHOOL (11 to 18)
GERMAN. Graduate to take charge of and develop the subject to "A" level courses. Initially a small element of FRENCH teaching will be involved.

CALDICOT COMPREHENSIVE SCHOOL (11 to 18)
(a) HISTORY. To teach throughout the school. An interest in integration in the Humanities and Environmental Studies would be an advantage.
(b) ENGLISH. The successful applicant will be second in the department. Well qualified person required to share in the administration and to teach the subject to "A" level. Relevant experience in a comprehensive school is essential. Scale 3 for suitably qualified and experienced candidate.

FAIRWATER COMPREHENSIVE SCHOOL, CWMBRAN (11 to 18)
REMEDIAL. Teacher required for lower school. Special Schools Allowance payable.

MONMOUTH SECONDARY SCHOOL
ECONOMICS. Teacher to start Economics courses leading to "O" and "A" level examinations. Initially the successful candidate will be required to teach also some Geography and possibly some History. The school receives its first comprehensive intake in September 1977.

NEWPORT BETTWS COMPREHENSIVE SCHOOL (11 to 18)
CHEMISTRY. To share in Nuffield, "O" and "A" level examination work. Scale 2 for suitably qualified and experienced candidate.

NEWPORT ST JULIAN'S COMPREHENSIVE SCHOOL (11 to 18)
(a) FRENCH. Graduate to share the teaching of the subject from year 3 up to and including "A" and "S" level.
(b) CHEMISTRY. Graduate to be Head of the Department in the Senior School and to be responsible for the subject up to and including "S" level. The successful candidate would be expected to work in conjunction with the overall Head of Science Department. Scale 3 for suitably qualified and experienced candidate.
(c) DRAMA. To teach Drama at all levels of ability including "O" level classes. Some CSE English also required. Interest in school productions is expected.

TREDEGAR COMPREHENSIVE SCHOOL (11 to 18)
DRESS AND DESIGN. Well-qualified teacher from a recognised Home Economics College to take charge of Dress and Design Section. The successful applicant will be required to teach to all examination levels. Scale 2 for suitably qualified and experienced candidate.

TWMPATH SECONDARY SCHOOL, PONTYPOOL
TYPEWRITING, OFFICE PRACTICE AND/OR COMMERCIAL STUDIES. To teach the subject to CSE and "O" level. Applicants should state what other subjects they are prepared to offer. Scale 2 for suitably qualified and experienced candidate.

Application forms obtainable from the Director of Education, Education Department, County Hall, Cwmbran, Gwent NP4 2XG, on receipt of a stamped addressed envelope should be returned to the Headmaster of the School concerned by April 2, 1977.

Successful applicants will be required to submit a satisfactory medical report on appointment.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated—
Closing date is fourteen days after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, application should be made by letter to the headteacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence. Requests for forms and details should be accompanied by a stamped addressed envelope.

SPECIAL SCHOOLS

HEADSHIP

Readvertisement
N.E.156 MEANWOOD PARK E.S.N.(S) SCHOOL (No. on roll: 62; 3-16 years)
Tongue Lane, Leeds LS6 4QD
Telephone: Leeds 783577
Required for September, 1977: a Headteacher for this E.S.N.(S) School. The Authority wishes to appoint an experienced and successful teacher to lead a dedicated and able staff. Salary: Burnham Headteacher Group 5(S). Previous applicants will automatically be considered for this post.

DEPUTY HEADSHIP

Readvertisement
N.E.157 ROUNDHAY LODGE E.S.N.(M) SCHOOL (No. on roll: 175; 11-16 years)
Elmete Lane, Leeds LS8 2LJ
Telephone: Leeds 655457
Headteacher: Mr. E. Moulton, M.Ed.
Required for September, 1977: a Deputy Headteacher for this Group 8(S) Special School. A teacher with good practical experience, suitable additional qualifications and a wide vision of the needs of the E.S.N.(M) is sought. Previous applicants will be automatically reconsidered for this post.

SCALE 3(S) POST

W.173 STANNINGLEY SCHOOL E.S.N.(S) (No. on roll: 118; 5-17 years)
Town Street, Stanningley, Leeds LS28 6HL
Telephone: Leeds 574537
Headteacher: Mr. W. B. Woodman
Required for Easter, or September, 1977: a teacher to become Head of a Department for behaviour deviant children. The teacher appointed will be responsible for the coordination of a team of two teachers, two nursery nurses and three non-teaching assistants. There are 14 children in the department. Experience of E.S.N.(S) children and a relevant qualification are essential qualifications for the post.
Further details from the Headteacher.

SCALE 1 OR 2(S) POST

N.E.158 ELMETE HALL SCHOOL FOR THE DEAF AND PARTIALLY HEARING (No. on roll: 124; 3-16 years)
Elmete Lane, Leeds LS8 2LJ
Telephone: Leeds 656666
Headteacher: Rev. N. M. Harrison, M.Phil.
Required for the Summer or Autumn Term, 1977: teacher for a mixed group of senior age hearing-impaired children. Applications from experienced teachers with a special interest in Senior Boys' Games and P.E. would be welcome, though the main commitment would be towards the main stream of education as appropriate for the hearing-impaired. The teacher appointed must either be already qualified as a Teacher of the Deaf or be prepared to enter the school's in-service training programme in order to take the necessary qualifying examination of the College of Teachers of the Deaf within three years of entry into his special field of education. A Scale 2(S) post could be available for a suitably experienced and qualified Teacher of the Deaf.

SCALE 1 POST

S.144 CARDINAL SQUARE E.S.N.(M) SCHOOL (No. on roll: 110; 5-12 years)
Cardinal Square, Leeds LS11 8HS
Telephone No: 705330
Headteacher: Mr. W. L. Harrison
Required as soon as possible, a teacher to work with groups of children aged 5-7 in the Reception Unit.

PRIMARY SCHOOLS

SCALE 3 POST

E.165 WYKEBECK PRIMARY SCHOOL (No. on roll: 466; 5-9 years. (Nursery Class attached.)
Coldcotes Grove, Leeds LS9 6QJ
Telephone: Leeds 491525
Headteacher: Mrs. E. M. Simpson
Required for September, 1977: teacher, infant trained (nursery training and/or experience an advantage) to the responsibility for Nursery Unit of 78 part-time nursery children in a self-contained block which also contains a reception class. The successful candidate will be responsible for all amenities, for the training of N.N.E.B. students and will work with a team of Nursery Class Assistants.

SCALE 2 POST

W.174 OLD FARNLEY PRIMARY SCHOOL (No. on roll: 298; 5-9 years)
Chapel Lane, Leeds LS12 5EX
Telephone: Leeds 637364
Headteacher: Mr. E. Roxborough, M.A.
Required for Easter, 1977, or as soon as possible thereafter:
(a) Teacher for a reception class.
(b) Teacher for a class of 7 to 8-year-olds.
An appointment may be on Scale 2 for a suitable candidate, who is able to undertake special responsibility for the library and for the teaching of reading.

SCALE 1 POST

N.W.151 KIRKSTALL ST. STEPHEN'S C. OF E. (AIDED) PRIMARY SCHOOL (No. on roll: 130; 5-9 years)
Morris Lane, Leeds LS5 3JD
Telephone: Leeds 755881
Headteacher: Miss K. M. Wolfe, B.A.
Required for September, 1977: teacher for class of 7/8-year-olds. An interest in Games and/or the use of Audio-Visual Aids would be an advantage. Please state any relevant special interests. Applications are particularly welcomed from communicant members of the Church of England. Further details and application forms may be obtained from the headteacher of the school, to whom completed forms should be returned.

MIDDLE SCHOOLS

SCALE 2 POSTS

N.W.153 VESPER GATE MIDDLE SCHOOL (No. on roll: 465; 9-13 years)
Cragside Walk, Leeds LS5 3QE
Telephone: Leeds 587727
Headteacher: Mr. J. Reynolds
Required for September, 1977: experienced teacher in act as Second (10-11 years) Year Leader with full teaching commitment in this S.S.P. School. Humanities/Science specialism would be an advantage.

E.167 HALTON MIDDLE SCHOOL (No. on roll: 678; 9-13 years in Sept.)
Templegate Walk, Leeds LS15 0EU
Telephone: Leeds 606203
Headteacher: Mr. J. H. Rex, B.A.
Required for September, 1977: teacher to teach initially mainly in the First Year, but having a special interest in the teaching of remedial children. Applicants should make particular mention of any out-of-school activities which they can offer, together with any ability to teach Games.

SCALE 1 POSTS

ARCHBISHOP CRANMER C. OF E. MIDDLE SCHOOL (No. on roll: 110, 9-11 years)
Lingfield Approach, Leeds LS17 7HL
Telephone: Leeds 685191
Head Teacher: Mrs. M. T. Lumley
N.E.160 Required for September, 1977: teacher to be responsible for the teaching of P.E. in this developing school. An ability to assist with General Subjects in the first two years is essential.
N.E.161. Required for September, 1977: teacher to be responsible for the teaching of French in this developing school. An ability to assist with General Subjects in the first two years is essential. Applications are especially welcome from committed Christians. Application forms are available from and should be returned to the Clerk to the Governors, Mr. R. W. Wrench, 39 Longwood Crescent, Leeds, 17.

HALTON MIDDLE SCHOOL (No. on roll: 678; 9-13 years in Sept.)
Templegate Walk, Leeds, LS15 0EU
Telephone: Leeds 606203
Headteacher: Mr. J. H. Rex, B.A.
Required for September, 1977: FOUR GENERAL SUBJECTS TEACHERS.
E.168. One to teach initially in the 3rd Year, with a special interest in Art and Craft (particularly three dimensional work) and the ability to teach some Science.
E.169 Two to teach initially in the 2nd Year, one having a special interest in Art and Craft and the other the ability to teach some Junior Physical Education and Science.
E.170 One to teach initially in the 1st Year, and willing to develop an interest in Geography and/or History.
Applicants should make particular mention of any out-of-school activities which they can offer, together with any ability to teach Games.

HIGH/SECONDARY SCHOOLS

HEADSHIP

E.171 TEMPLE MOOR HIGH SCHOOL (No. on roll: 859 9yrs; 13-18 years: 1100 in Sixth Form)
Field End Grove, Selby Road, Leeds LS15 0PT
Telephone: Leeds 645278
Headteacher: Mr. D. I. Breese, M.Sc., A.R.I.C.
Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER (Group 10) of Temple Moor High School with effect from September, 1977, following the resignation of Mr. D. I. Breese at the end of the current academic year. This is a 7 form entry boys' comprehensive school which in 1972 was formed from a purpose-built boys' grammar school erected in 1957.

SCALE 4 POST

S.145 WOODKIRK HIGH SCHOOL (No. on roll: 1,159; 11-18 years)
Rein Road, Tingley, Wakefield WF3 1JQ
Telephone No.: 533930
Headteacher: Mr. M. N. Tarpey, B.A., M.Ed.
Required for September, 1977, a well qualified and experienced teacher to lead an expanding department as Head of Modern Languages, to consolidate the teaching of French and to help introduce German into the School.

SCALE 3 POSTS

W.176 PUDSEY GRAMMAR SCHOOL (No. on roll: 1,200; 11-18 years) Mixed Comprehensive
Richardshaw Lane, Pudsey, LS28 7NH
Telephone: Leeds 570278
Headteacher: Mr. L. B. Hodgson, B.Sc.
Required for September, 1977: HEAD of GIRLS' PHYSICAL EDUCATION for a very strong Department with excellent facilities. Applicants are asked to state subsidiary subject(s).

W.177 WEST LEEDS BOYS' HIGH SCHOOL (No. on roll: 625; 13-18 years)
Whingate, Leeds LS12 3DS
Telephone: Leeds 639047
Headteacher: Mr. D. K. Meekle, B.Sc., M.Ed.
Required for September, 1977: HEAD of CAREERS. In addition to the organisation of the school's careers programme, the successful candidate will be expected to take a lead in the presentation of careers education throughout the school and to assist with teaching in another area of the curriculum and applicants should state their subject specialism(s).

SCALE 1 POSTS

S.146 WOODKIRK HIGH SCHOOL (No. on roll: 1,159; 11-18 years)
Rein Road, Tingley, Wakefield WF3 1JQ
Telephone 533930
Headteacher: Mr. M. N. Tarpey, B.A., M.Ed.
Required a teacher of Commercial Subjects for a relatively new but rapidly expanding Commerce Department. The person appointed will be fully involved in teaching Office and Secretarial Skills to 4th, 5th and 6th year students in a well equipped and modern Department offering courses in Office Practice and Typewriting to C.S.E. and R.S.A. levels.

RODILLIAN SCHOOL (No. on roll: 1,100; 11-18 years)
Lofthouse, Wakefield, WF3 3PS
Telephone: Wakefield 823135
Headteacher: Mr. A. Leach, M.A.
S.147 Required for September, 1977, an enthusiastic teacher to introduce Business and Commercial Subjects to the school for the first time to the 4th, 5th and 6th year courses. Candidates should indicate what other subjects they can offer, probably during the first year only, until all courses are fully developed. There is a possibility of a Scale 2 post for a suitable candidate.
S.148 Required for September, 1977, a teacher to introduce Rural Science in the curriculum of the school for the first time. This post will provide an opportunity for an enthusiastic teacher to develop a major area of study in facilities which include a new laboratory, greenhouse and animal house. There is a possibility of a Scale 2 post for a suitable candidate.
S.149 Required for September, 1977, a teacher of History. The teacher appointed would be expected to share in the work of a large Department to C.S.E., 'O' and 'A' levels.

W.178 PUDSEY GRAMMAR SCHOOL (No. on roll: 1,200; 11-18 years) Mixed Comprehensive
Richardshaw Lane, Pudsey, LS28 7ND
Telephone: Leeds 570278
Headteacher: Mr. L. B. Hodgson, B.Sc.
Required for September, 1977: a teacher of CHEMISTRY up to CSE and 'O' level with subsidiary BIOLOGY and MATHEMATICS. Excellent, well-equipped modern laboratories.

E.172 GARFORTH COMPREHENSIVE SCHOOL (No. on roll: 1,700; 11-18 years)
Lidgett Lane, Garforth, Leeds, LS25 1LJ
Telephone: 869091
Headteacher: Mr. L. A. O. Lowton, B.A.
Required for September, 1977: DRAMA TEACHER with some English commitment. Previous experience preferable but probationers welcome to apply. The successful applicant will join an expanding Drama Department and will have the opportunity to teach at all levels, including C.S.E. Opportunities also for extra-curricular production work at all levels.

N.W.155 BENTON PARK GRAMMAR SCHOOL (No. on roll: 1,080 1100 in Sixth Form; 11-18 years (mixed))
Harrogate Road, Rawdon, Leeds, LS19 6LX
Telephone: Leeds 502330
Headteacher: Mr. J. R. G. Smith, B.A., Dip.Ed., D.E.M.
Required for September, 1977: a well qualified ART and CRAFT TEACHER to join a long established department. The candidate should preferably be able to teach photography up to C.S.E. standard and be capable of teaching a wide range of activities connected with Art and Craft to children from 11-18 years of age. Examinations are taken at 'A', 'O' and C.S.E. levels. An interest in out-of-school activities would be an advantage.

SECONDARY
Technical Studies continued

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
HALL MEAD SCHOOL
Marlborough Gardens, Upminster RM14 1SF
(Roll 1,100. Co-educational)
11 to 18 Comprehensive, situated on one site. Courses to C.S.E., "O" and "A" level well established. Expanding Sixth Form.
Required September, 1977—
TEACHER to join a department of four to teach WOODWORK, METALWORK or PLASTICS or any combination of these. The teacher appointed must be flexible and willing to be involved in the continuing development of work in other areas and materials for both examination and non-examination pupils. The opportunity to pursue particular interests in associated types of work, e.g., Motor Engineering, concrete work, foundry work would be available and would be encouraged. Project work is undertaken by Senior School pupils who wish to continue Craft Studies outside the confines of an examination syllabus. There are three workshops, a technical drawing office and a garage which is being developed for use as a motor engineering facility. The department has the services of a full-time technician.
There is a scheme for removal expenses.
Letters of application in Head Teacher giving full curriculum vitae and quoting two referees.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
EVESHAM, PRINCE HENRY'S HIGH SCHOOL
Victoria Avenue, Worcs., WR11 4QH
Required in September, 1977, TEACHER of CRAFT (Scale 1) to share in the teaching of WOODWORK and METALWORK in this 13-18 High School. Candidates are prepared for G.C.E. "O" level and for C.S.E. in both crafts and there is some non-examination work in the main school. Current staffing economies make it impossible at present to teach the crafts in the Sixth Form. The vacancy follows the retirement at Easter of the present holder of the post.
There is thus a temporary vacancy for the Summer Term, 1977. The school has three modern workshops and a drawing room.
Teachers who may be interested in either the temporary appointment are invited to seek further details from the Headmaster at the school.

HERTFORDSHIRE
COUNTY COUNCIL
THE HOWARD SCHOOL
Oaken Grove, Welwyn Garden City (Five-form entry; all ability; 11 to 18; Co-educational)
Required for September 1977: TEACHER for METALWORK. The subject will form part of a lively and expanding Department of Creative Design. There are well-appointed workshops and heat treatment rooms.
Application (no forms) should be made to the Headmaster giving full details and names of two referees.

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden
(Voluntary Aided; Coeducational, Group X)
TEACHER of BOYS TECHNICAL SUBJECTS required September. Some teaching in another subject, e.g. Mathematics, will also be required. Facilities include METAL and WOODWORKING rooms and a recently completed technology laboratory.
Apply Headmaster with curriculum vitae and names of two referees.

HILLINGDON
(London Borough of)
(NEW) HAYDON SCHOOL
A TECHNICAL STUDIES Specialist TEACHER, Scale One, required for September 1977. The school is at present (Grammar changing to Comprehensive in September) and the vacancy arises due to the expansion of the department. Present courses include Design and Technology to "O" and "A" level and Technical Drawing to "O" level.
The post is suitable for an applicant seeking a first appointment and initially willing, it required to share in the teaching of Metalwork, Woodwork and Technical Drawing.
Haydon School, a six form entry comprehensive, is being formed by the merger of the existing St Mary's (Girls) and St Nicholas (Boys) Grammar School.
Apply by letter to the Headteacher Designate (Miss N. Hornsby, M.A.), St Mary's Grammar School, Wiltshire Lane, Eastcote, Pinner, Middlesex.
Please enclose a stamped addressed envelope.
London Allowance Payable.
70 per cent removal expenses and some assistance with accommodation in appropriate cases.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow, TW3 4DN
FELTHAM SCHOOL
Boundaries Road, Feltham, Middlesex, TW13 5EW
Telephone 01-890 0167
(Headmaster: Mr P. M. Grant B.Sc. (11 to 18 Co-educational Comprehensive School)
Number on roll, 1,893
Required, a TECHNICAL TEACHER, Scale 1 in September or earlier if possible. This 12-form entry Comprehensive School is situated near London Airport with easy access to Central London, M4 and the open countryside of the Thames Valley. The buildings are modern and well equipped.
The Technical Studies Department is a large well established department with 6 workshops and 2 drawing offices, serviced by two Workshop Technicians. Well established examination courses to C.S.E., "O" and "A" level exist in Metalwork, Woodwork, Technical Drawing and Motor Vehicle Studies. Current developments involve courses in Building Studies and Plastics.
The School is organized on a House system of pastoral care. In the Lower School (years 1 to 4) there are two Houses in each of two buildings enabling community activities to flourish. Every member of staff is attached to a House and is expected to contribute to the life and work of the House. A separate block accommodates Upper School (years 5 and 6) of approximately 500 pupils.
If you are seeking your first appointment, please state, so that the appropriate form may be sent.
London Allowance £297 payable.
Application by letter giving details of qualifications and experience, together with the names and addresses of two referees should be sent to the Headmaster of the School within seven days.
LONGFORD SCHOOL
Tachbrook Road, Feltham, TW14 9PE
Headmaster: Mr O. C. E. Whiddett JP
Required September 1977 (Scale 1) A TEACHER of all TECHNICAL SUBJECTS to join a well-established team of six craft teachers.

The post would prove to be extremely interesting to a well-qualified person wishing to work with excellent facilities in a variety of subjects which include Wood, Metal, Plastics, T.D., Electronics, etc.
The Department caters for pupils of all abilities with courses from Trail to CSE in Wood, Metal and T.D., and "O" and "A" level in T.D. and Design and Technology. First Appointments will be considered.
London Allowance £297 payable.
Longford School is a fully-developed co-educational 8-form entry comprehensive (11 plus to 18 plus) age range, 1,400 plus on roll, based on a School Counselling House-Tutorial organisation.
If you are seeking your first appointment, please state, so that the appropriate form may be sent.
Closing date 25 March 1977.
Letters of application in the first instance to the Head Teacher of the School, giving details of qualifications and names of two referees.
The Education Committee has the above two posts has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

HUNTINGDON
HINCHINGBROOKE SCHOOL
(11-18 Coeducational Comprehensive)
TECHNICAL STUDIES (Scale 1)
An additional TEACHER in this department is required for September 1977, to share in the teaching of WOODWORK and METALWORK through the school. Opportunities for teaching Technical Drawing or some other subject. Extensive new workshops now in use.
This voluntary controlled school grew out of Huntingdon Grammar School and in September will have 1,700 pupils, 280 in Sixth. Outstanding setting on edge of Huntingdon includes Hinchingbrooke House.
Apply by letter to the Headmaster with curriculum vitae and names of two referees, also one testimonial if available.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
ST. GEORGE'S C.E. SCHOOL
Meadow Road, Gravesend DA11 7LS
(Roll 1 850 Co-educational)
A TEACHER for metalwork with some TECHNICAL DRAWING is required for September to join a well-established department in good accommodation.
The school was formerly a High School and is developing as a fully comprehensive 11 to 18 school. It is pleasantly situated on the edge of the town.
Apply, with full details and the names of referees to the Headmaster.

CANTERBURY DIVISION
THE GEOFFREY CHAUCER SCHOOL
An imaginative TEACHER of METALWORK is required for April (or alternatively September), 1977. This will be a temporary appointment for the summer term only.
The school has a seven-form entry covering the whole ability range, the buildings are new and the workshop facilities are excellent. Design courses exist to "O" level and there are good opportunities for development.
Letters of application naming two referees should be submitted to the Headmaster, The Geoffrey Chaucer School, Spring Lane, Canterbury CT1 1SU from whom further details are available.
SIMON LANGTON / STURRY SECONDARY SCHOOL
(Mixed—780 pupils)
Qualified ASSISTANT TEACHER required for WOODWORK from September. Ability to teach some Metalwork and/or Technical Drawing desirable. Applications for first appointment welcome.
Apply, giving names and addresses of two referees to: Headmaster, Sturry Secondary School, Bredlands Lane, Westbere, Canterbury, Kent CT2 0HD.

SHEPWAY DIVISION
SOUTHLANDS SCHOOL
New Romney
(Founded 1961)
Southlands School is developing 11 to 18 Comprehensive with about 1,000 boys and girls, taking all the children of Romney Marsh. New Romney is a pleasant historic town close to the sea. There are extensive new buildings nearing completion and the school is set in ample playing fields.
A TEACHER is required for September to join this Department which takes some pupils of all abilities throughout the Upper School, including the Sixth Form. A new drawing office will soon be available. An ability to teach a second subject might be an advantage.
Apply by letter to the Headmaster, giving details of qualifications, experience and interests, together with the names of two referees.

LINCOLNSHIRE
SOUTH PARK HIGH SCHOOL
Burnham Scale 1 £2,556 to £4,056
Number on roll, 730
Required in September —
AN ASSISTANT TEACHER in the TECHNICAL STUDIES DEPARTMENT. The post requires a strong interest in wood but not to the exclusion of other materials. Initial courses have been established since the school began to change from a girls' grammar school to a five-form-entry co-educational comprehensive school in September, 1974. New workshops are part of 1977 extensions.
Application form may be obtained from the Headmistress of the School, Cross O'Cliff Hill, Lincoln, on receipt of stamped addressed envelope.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
ALDERMAN CATLEUGH SECONDARY SCHOOL
Queensway, King's Lynn, Norfolk (1,270 Mixed)
Required for September, 1977
Scale 1. METALWORK
Application forms and further details may be obtained by sending a stamped and addressed envelope to the Head Teacher at the school. Removal expenses are paid in accordance with the Authority's scheme.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for September, 1977
HEDENHALL SECONDARY SCHOOL
Scale 1. ASSISTANT TEACHER for METALWORK. Applications from teachers seeking their first appointment will be considered.
Application forms may only be obtained by sending a stamped addressed foolscap envelope to the Area Education Officer, Southern Area Education Office, Canterbury Way, Thetford, Norfolk, IP24 1DA.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for September, 1977
WAYLAND HIGH SCHOOL
Watton
Scale 1. ASSISTANT TEACHER for CRAFT (Metalwork / Woodwork). Applications from teachers seeking their first appointment will be considered.
Application forms may only be obtained by sending a stamped addressed foolscap envelope to the Area Education Officer, Southern Area Education Office, Canterbury Way, Thetford, Norfolk, IP24 2DA.

SECONDARY
Technical Studies continued

NORTHUMBERLAND
COUNTY COUNCIL
HIRST COUNTY HIGH SCHOOL
Ashington
WOODWORK, TECHNICAL DRAWING and ELECTRONICS TEACHER (Scale 1) required for September 1977.
Application forms and further details obtainable by sending a stamped addressed foolscap envelope to the Headmaster, Hirst County High School, Alexandra Road, Ashington, Northumberland. NE63 9HN.

SHEFFIELD
EDUCATION
CHAUCER CAMPUS
Wordsworth Avenue, Sheffield S5 8NH
(An 11 to 18 mixed comprehensive)
Required for September, 1977 an ASSISTANT TEACHER, Scale 1, to teach TECHNICAL STUDIES to Upper School pupils and METALWORK to Lower School pupils. The school is housed in two buildings on the same site, together with a separate purpose built Sixth Form Centre. An Adult Centre is located in the Upper School and forms an integral part of the Campus provision.
Forms of application may be obtained from the Head of Campus to whom they should be returned as soon as possible.

VOLUNTARY SERVICE OVERSEAS

require TEACHERS / LECTURERS of TECHNICAL SUBJECTS e.g. WOODWORK, METALWORK, TECHNICAL DRAWING and ENGINEERING skills to work as volunteers for two years in the developing countries of Africa, Asia and the Pacific.
Modest living allowance, fares, expenses, N.I. and superannuation provided. Married couples eligible if both have skills needed and no dependent children.
These are challenging posts offering the experience of a lifetime helping the developing world.
Further information from: Mr. Jan Davis (Ref. TL/T), Voluntary Service Overseas, 14 Bishops Bridge Road, London, W2 6AA. (Tel.: 01-262 2611).

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for September, 1977—
GEORGE MITCHELL BOYS' HIGH SCHOOL
Farmer Road, London, E10 5DN
Head Teacher, Mr. P. A. Ose
HANDICRAFT TEACHER is required for this Boys' Comprehensive High School (800 on roll, 11-14 years). An ability to teach GEOGRAPHY as a second subject an advantage. Applications invited from First Appointment Teachers.
Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

Other than by Subject Classification

Heads of Department

LINCOLNSHIRE
LINCOLN, YARBOROUGH HIGH SCHOOL
Burnham Scale 3, £3,669 to £5,329
Number on roll: 1,120
Applications are invited from suitably qualified and experienced TEACHERS from September, 1977, for the following posts:—
HEAD OF HOME ECONOMICS DEPARTMENT. A person is sought with the enthusiasm to develop existing courses at CSE, and GCE "O" level and "A" level. Two new Home Economics rooms are under construction as part of a Faculty Block, which also houses the Departments of Needlework, Art, Engineering and Woodwork.
HEAD OF ENGINEERING DEPARTMENT. A person is sought with enthusiasm to develop courses in Technology, at CSE, GCE "O" and "A" levels. There are well equipped workshops forming part of the Faculty of Craft Design and Engineering. This is a new post created by restructuring the various Departments within the Faculty.
Application forms and further particulars obtainable on receipt of stamped addressed envelope from the Headmaster of the School, Riseholme Road, Lincoln. Closing date April 2, 1977.

Other Posts on Scale 2 and above

DONCASTER
EDUCATION COMMITTEE
RIDGEWOOD COMPREHENSIVE SCHOOL
Carnsby Road, Scawsby, Doncaster, DN5 7UB
Telephone Doncaster 67939
Ridgewood School is a modern purpose built 12 to 16 comprehensive school in a pleasant semi-rural area just north of Doncaster within easy access of the M1, M18, M62 and A1(M) motorways. Due to increasing roll, the following staff vacancies will occur in September, 1977.
SCALE I
1. TEACHER to join very active GEOGRAPHY department but to assist in the teaching of History.
2. TEACHER to assist in the thriving ART DEPARTMENT but to spend approximately half time teaching music in a new fully equipped music block.
3. ASSISTANT TEACHER for the HOUSECRAFT department. Facilities in this department are extremely attractive.
4. ASSISTANT ENGLISH TEACHER. Interest in the developing drama work would be an additional recommendation.
5. MASTER to teach boys PHYSICAL EDUCATION and GAMES.
SCALE IV
1. HEAD OF MODERN LANGUAGES DEPARTMENT. A person capable of working with the Head of the French department, and who is keen to develop German as a second language. The language department is housed in a very pleasant new school block.
2. CO-ORDINATOR OF NON-EXAMINATION COURSE FOR SENIOR PUPILS.
It is hoped to appoint a person able to assist in the History department, but with a primary function of devising and operating non-examinable interest courses for the less gifted fourth and fifth year pupils.
The above two posts are Senior appointments and will carry a Scale IV salary.
Forms of application can be obtained on application to the Headmaster (stamped addressed envelope please) at the school to whom they should be returned on completion by Friday, April 8th, 1977.

SANDWELL
(Metropolitan Borough of)
HOLLY LODGE HIGH SCHOOL
Holly Lane Smethwick, Warley West Midlands
Required for September, 1977:—
RESOURCES DIRECTOR—Scale 3 post.
To plan and prepare the organisation of a new resources area, scheduled for completion by September, 1978. Ability to teach Mathematics would be an advantage.
Application forms and further details available from, and returnable as soon as possible to the Head Teacher of the School.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Scale 2 posts and above
EDWARD ORME SCHOOL
Wolstanton Lane, Newcastle Staffordshire
(Group 10)
(Age-range 11 to 18 years: number on roll 960)
Environmental Studies (Scale 2) in this mixed comprehensive school. Applicants will be expected to teach in the HISTORY and GEOGRAPHY Departments but chiefly Environmental Studies in the Upper School.
Applications are invited for the above appointment which is vacant from September, 1977. Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher of the school.
Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before April 1st, 1977.

Scale 1 Posts

AVON COUNTY
PAGE SCHOOL FOR GIRLS
North View, Staple Hill Bristol BS16 5HX
(11 to 16 comprehensive, 886)
Required for September a TEACHER of BIOLOGY/GAMES.
Apply by letter to the Headmistress giving full details (age, qualifications, experience) and names and addresses of two educational referees by 22nd April.

AVON COUNTY
PAGE SCHOOL FOR GIRLS
North View, Staple Hill
Bristol BS16 5HX
(11 to 16 comprehensive, 886)
Required for September a TEACHER of MATHEMATICS/SCIENCE. Candidates should be able to offer both subjects to C.S.E. or "O" level.
Apply by letter to the Headmistress giving full details (age, qualifications, experience) and names and addresses of two educational referees by 22nd April.

BEDFORDSHIRE
EDUCATION SERVICE
Southern Area
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
Required for September, 1977, TEACHER of INTEGRATED STUDIES.
The subject offered is of less importance than an ability to appreciate the need for a course devised to cross subject boundaries. Candidates should indicate what subjects they can offer.
Application form and further details available from the Headmaster of the School. Stamped addressed envelope please.

CROYDON
(London Borough of)
MONKS HILL HIGH SCHOOL
Farnborough Avenue
South Croydon CR2 8HD
Telephone: 01-657 1075 6
Head, Mr. W. H. Johnson, M.A.
Tenable: 19th April, 1977
Qualified TEACHER is required for GENERAL SUBJECTS to act mainly in the Lower and Middle School particularly for some First-Year Mathematics and some Third-Year English. The post is initially temporary for the Summer Term but could lead to a permanent post for a suitable teacher.
Salary—Burnham Scale I, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DONCASTER
EDUCATION COMMITTEE
HATFIELD HIGH SCHOOL
Ash Hill, Hatfield, Doncaster DN7 6JH
Telephone. Doncaster 840961
Required for September, 1977
(1) TEACHER of FRENCH. Scale 1 available. Well qualified and experienced teacher of French to teach all levels of ability.
(2) TEACHER of ENGLISH. Scale 1.
(3) TEACHER of MATHEMATICS, Scale 1. In the first year only this teacher would be required to teach some English.
(4) TEACHER of SCIENCES Scale 1. In the first year only this teacher would be required to teach some Geography.
(5) TEACHER of SOCIAL STUDIES, Scale 1. To teach Community Studies, Child Care, Outdoor Education for Girls and Girls' Physical Education.
Application forms from the Headmaster. Stamped addressed envelope please.
Closing date Friday, April 8, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
FAVERSHAM COUNTY SECONDARY SCHOOL FOR BOYS
Ethelbert Road, Faversham, Kent
Wanted for September, TEACHER of HISTORY as first and Geography as second subject. Post suitable for first appointment.
THE LADY CAPEL SECONDARY SCHOOL FOR GIRLS
London Road, Faversham
Required for September, TEACHER of GENERAL SUBJECTS with a particular interest in ART and CRAFTS.
Application forms may be obtained from the Headmistress at the school, to whom they should be returned by March 28th.

LANCASHIRE
BURY CONVENT GRAMMAR SCHOOL
720 Girls
Required September 1977 TEACHER of FRENCH to "A" and including Advanced level. Ability to teach German to Ordinary level an advantage.
Also required TEACHER of MATHEMATICS up to and including Ordinary level.
Applications with names and addresses of two referees to be sent to Headmistress, Convent Grammar School, Manchester Road, Bury BL9 9BH.
Telephone Number: 061-764 4968.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
HIGH GRAMMAR SCHOOL
(Number on roll 721)
Oriel Avenue, Gorleston
Great Yarmouth NR31 7JJ
Required for September, two TEACHERS each for any one of a combination of the following: PHYSICS, SCIENCE, MATHEMATICS, TECHNICAL DRAWING. Teaching in all levels according to qualifications and experience.
Application forms only obtainable by sending a stamped addressed foolscap envelope to the Head Teacher of the school. Receipt of applications will not be acknowledged.

NOTTINGHAMSHIRE
THE BRUNTS SCHOOL
Mansfield, Notts.
Headmaster: M. A. Carter, M.A.
The School, an 8 form entry, 13 to 18 Co-educational, Voluntary Aided, Comprehensive Upper School, is growing very rapidly and therefore requires for September, 1977:
(1) HEAD OF DEPARTMENT PHYSICAL EDUCATION for BOYS. Scale 3.
(2) HEAD OF DEPARTMENT PHYSICAL EDUCATION for GIRLS. Scale 3.
(3) TEACHER for REMEDIAL work in literacy. Scale 2.
(4) TEACHER for PHYSICS;
(5) TEACHER for BIOLOGY, both to C.S.E. and "O" level, plus some work with Sixth. Scale 1.
(6) TEACHER for MATHEMATICS. Experience with C.S.E. work (S.M.P.) a particular advantage. Scale 1.
There are further vacancies on one-year, short term fixed contracts for Scale 1 posts in:
(7) SOCIAL STUDIES to C.S.E. and "O" level with some work in Sixth Form General Studies.
(8) BIOLOGY—about two thirds of time-table (please state other subjects offered).
(9) FRENCH-EUROPEAN STUDIES and FRENCH LANGUAGE to C.S.E. and "O" level.
Application forms and further information may be obtained from the Headmaster to whom completed forms should be returned by Friday, April 1.

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
BRECON HIGH SCHOOL
Penlan, Brecon LD3 9SR Powys
Tel: 2301
Required for September, 1977, a suitably qualified person to teach WELSH to C.S.E. and "O" levels. Ability and willingness to assist with English will be an added recommendation. Scale 1 post. (Ref. 17/3/77).
Application forms obtainable from the Headmaster, on receipt of a stamped addressed foolscap envelope to whom completed forms should be returned by March 31, 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. AUGUSTINE'S R.C. HIGH SCHOOL FOR GIRLS
King Avenue, Moreleyside L20 0HZ
Required for Summer Term, 1977, Temporary ASSISTANT TEACHER of SCIENCE and MATHEMATICS.
Application forms and further details are available from the Headmistress of the school.

STAFFORDSHIRE
EDUCATION COMMITTEE
WOODHOUSE HIGH SCHOOL
Highfield Ave, Amington
Tamworth B77 3JB
Roll 1,200
Required for the beginning of the Summer Term 1977, part-time TEACHER of GENERAL SUBJECTS—hours by arrangement.
Application forms obtainable from and returnable to the Headmaster (Stamped addressed envelope).

WEST SUSSEX
WESTERN AREA
HERBERT SHINER SCHOOL
Petworth, Sussex GU28 0HL
10 to 13 years. Intermediate (365 pupils)
For September, TWO TEACHERS, Scale 1, for GENERAL SUBJECTS, in particular MATHEMATICS, FRENCH and BOYS' GAMES. Knowledge of audio visual aids helpful.
Details and form from Head of School on receipt of stamped addressed envelope.

WIGAN
(Metropolitan Borough of)
WIGAN ST. THOMAS MORE R.C. HIGH SCHOOL
Wood Street, Newtown, Wigan WN5 9BQ
(11 to 16 mixed comprehensive)
Required for 1st September, 1977, Scale 1:
(1) GEOMETRICAL ENGINEERING DRAWING/MATHEMATICS
(2) Mainly ENGLISH
(3) RELIGIOUS EDUCATION
Ability to offer child care to C.S.E. level would be a distinct advantage.
Application forms and further particulars available from and returnable to the Head Teacher at the school (reference A11) (stamped addressed envelope). Closing date, 1st April, 1977.

WIGAN
(Metropolitan Borough of)
ST. PETER'S COLLEGE
Wanstalley Road, Orrell
Wigan
(750 Mixed, 200 in Sixth Form) Formerly a Technical High School, reorganising as a junior college.
Required for September, 1977
(1) ... ARTS (Scale 2)
New subject to be introduced into the junior college at 16 plus.
Also the following Scale 1 posts:
(1) MATHEMATICS — preferably with Statistics; interest in computing an advantage
(2) PHYSICS
(3) GEOGRAPHY with ENVIRONMENTAL STUDIES
(4) ENGLISH (two posts) — a subsidiary subject, particularly drama, would be useful
(5) FRENCH and GERMAN
For each of these posts a share of the Sixth form work can be made available for a well qualified candidate.
Applications, no forms, with names of referees, to the Principal at the college as soon as possible.

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, Devizes, Wilts
(H.M.C. Direct Grant (going Independent): 520 pupils)
(Open access Sixth Form College to the neighbouring 11 to 16 Lavington Comprehensive School: Co-educational as from last September)
Required for September 1977: Qualified TEACHER of GENERAL SUBJECTS to pupils 11-plus and 12-plus. Ability to offer General Science an added recommendation. The post embraces a residential tutorship to girls 11 to 13.
Salary: Scale 1 plus free board and flat.
Curriculum vitae and the names of two referees to the Headmaster from whom further details may be obtained.

Royal County of BERKSHIRE

EASTHAMPSTEAD PARK SCHOOL
Wokingham, RG11 3DF

This is a new co-educational comprehensive 11-16 school serving expanding areas of Bracknell New Town. The school is part of the Educational Centre including Berkshire's residential adult college. There are 1,250 on the roll and the Sixth Form opens in September. As a result of expansion the School offers the following SCALE 1 POSTS:

BOYS' P.E., BIOLOGY, DESIGN (WOOD and METAL), ENGLISH, FRENCH, GERMAN, GEOGRAPHY, MATHEMATICS, PHYSICS, SOCIAL STUDIES.

For all posts a willingness to assist with games and other activities would be an advantage. £150 London Fringe Allowance. Lodging allowance and removal expenses scheme in operation. Housing assistance may be available. Forms and further details from The Principal (stamped addressed envelope). Closing date 4 April, 1977.

Sin Fin Community School,
Farmhouse Road, Derby, DE2 3AR
This new, 11-19, mixed comprehensive and community school will have 690 pupils in years 1-5 by September, 1977. Applications are invited from suitably qualified and experienced teachers for a range of posts to cover the next phase of expansion for a school which is developing a range of integrated courses.

Head of Mathematics
Scale 4 (Re-advertisement)

Head of Modern Languages
Scale 4

Head of Home Economics
Scale 3

Head of Year
Scale 3 (2 posts)

Teacher to be responsible for Geography, Rural Science and Careers (all Scale 2).
A teacher to offer language support to immigrant pupils.
Assistant teachers to offer combinations of the following subjects: Needlework/Art, TD/Craft, Home Economics/Mathematics, possibly Modern Languages.
Applications by letter to the Headmaster with curriculum vitae and quoting 2 referees (s.a.e. for particulars please). Closing date March 30th, 1977.

DERBYSHIRE
County Council

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are Mixed Comprehensive Schools.

11-18 SCHOOL

SCALE 1 ENGLISH
EGGLESCLIFFE SCHOOL (ROLL 1341), Urlay Nook Road, Eaglescliffe, Cleveland TS16 0LA. (Tel: Eaglescliffe 782465).
Required for September, 1977, a teacher for ENGLISH.

11-16 SCHOOLS

SCALE 1 BIOLOGY
THE GRANGE SCHOOL (ROLL 1226), Oxbridge Avenue, Stockton, Cleveland TS18 4LE. (Tel: Stockton 62311).
Required for September, 1977, a teacher for BIOLOGY. Interest in some Chemistry teaching desirable but not essential.

SCALE 1 ENGLISH
WARSETT SCHOOL (ROLL 1140), Linden Road, Brotton, Saltburn, Cleveland TS12 2SJ. Tel: Brotton 305).
Required for September, 1977, or earlier if possible, a teacher for ENGLISH.

SCALE 1 FRENCH
THE LAURENCE JACKSON SCHOOL (ROLL 1662), Church Lane, Guisborough, Cleveland TS14 6RD. (Tel: Guisborough 3412).
Required for September, 1977, a teacher for FRENCH, to "O" and CSE levels.

SCALE 1 REMEDIAL
THE LAURENCE JACKSON SCHOOL (ROLL 1662), Church Lane, Guisborough, Cleveland TS14 6RD. (Tel: Guisborough 3412).
Required for September, 1977, a teacher for the Remedial Department.
The following vacancies for September, 1977, exist at :—BASSLETON SCHOOL (ROLL 913), Bayedale Road, Thornaby, Cleveland TS17 9DB. (Tel: Stockton 612821).

SCALE 1 teachers for:
(1) MATHEMATICS
(2) MATHEMATICS plus REMEDIAL MATHEMATICS/ENGLISH.
(3) ENGLISH and MUSIC
(4) RELIGIOUS EDUCATION with HISTORY and GEOGRAPHY.

SIXTH FORM COLLEGE

PRIOR PURSGLOVE COLLEGE (Roll 421) Guisborough, Cleveland. (Tel: Guisborough 2840).

SENIOR TUTOR (SCALE 4).
Required for September, 1977, a SENIOR TUTOR. Duties to include responsibility for Careers.
Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.

Application forms for SCALE 1 posts for September, 1977, are obtainable from the Head Teachers at the addresses shown above and should be returned to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, within 14 days of the appearance of this advertisement. Applications by letter only will NOT be accepted.

ilea INNER LONDON EDUCATION AUTHORITY

Headship

Woodstock M (Maladjusted)

Ruby Street, S.E.15

Vacant September 1977. Roll 48. Burnham Group 4(S) (subject to Burnham Review), salary £5,223 to £5,835, plus £312 supplement, plus £402 London Allowance.

Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 8 April.

CHANTRY SCHOOL, Falling Lane, Yiewsley, West Drayton, UB7 8AB

HEADTEACHER

Group 4(S).

Applications are invited for the post of Head of this Group 4(S) day Maladjusted mixed secondary school which will be vacant from 1 September 1977 following the retirement of the present Headteacher.

Application forms and further particulars from the Director of Education, Civic Centre, Uxbridge, Middlesex (telephone Uxbridge 50111, ext 3462), to whom they should be returned as soon as possible and not later than Tuesday, 5th April, 1977.

LONDON BOROUGH OF HILLINGDON

London Allowance Payable 75 per cent removal expenses and some assistance with accommodation in appropriate cases.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

HEADSHIP

(Group 8S)

High Birch Special (ESN) (M) School

Applications are invited from suitably qualified and experienced teachers for the above post. This mixed all age E.S.N. day school has approximately 160 on roll. The appointment will be from Sep tember, 1977.

Requests for application forms and further details (please enclose a foolscap stamped addressed envelope) should be made to the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, Middleton, Manchester M24 4BA, to whom they should be returned by 4th April, 1977.

County of Cleveland

SPECIAL SCHOOLS

BILLINGHAM DAY SCHOOL (E.S.N.(M))
Rievaulx Avenue, Billingham, Cleveland TS23 2BH
SCALE 3a POST

Required for September, 1977, a qualified and experienced teacher. The person appointed will be responsible for further development of home/school liaison; and organisation and development of multi-media resources.

SCALE 2a POST

Required for September, 1977, a qualified and experienced teacher to assume responsibility for boys' physical education and outdoor pursuits.

Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

Sixth Form and Tertiary Colleges

Heads of Department

SANDWELL
Metropolitan Borough of
BURN DAY ESN(M) SCHOOL
Arbon Road, Smethwick, West Midlands

Applications are invited for the post of HEAD TEACHER. The post becomes vacant on 1st September 1977 on the retirement of the present holder. Scale 3 Adult Burnham Group 4(S) and has an allowance of £402 per annum.

Application forms and further details from Director of Education E.O. Box 42, Smethwick, West Midlands B66 3HR.

Closing date: 4th April 1977.

SEFTON
Metropolitan Borough of
EDUCATION COMMITTEE
DAY SCHOOL FOR MALADJUSTED CHILDREN

HEAD TEACHER 4(S)

Applications are invited for the post of HEAD TEACHER of a new school for 40 children to be opened in January, 1978. The successful candidate will be expected to plan purpose built for 1st September, 1978.

Application forms and further details available from Chief Education Officer, Education Office, Buttonwood, Hall Lane, Crosby, Bootle, Merseyside, Telephone 051-924 2626.

Closing date 8th April, 1977.

SHEFFIELD
EDUCATION
EARL MARL ESN(M) SCHOOL
East Bank Road, Sheffield S2 3QX

Applications are invited for the post of HEAD of this School from 1st September, 1977, following the retirement of Mr. V. H. Mason, who has been Headmaster since the School was opened in 1965.

The School is for 120 E.S.N.(M) pupils between 12 and 16 plus years of age. It is in modern buildings and shares a campus with an E.S.N.(M) Primary School and a newly built Learning Difficulties Centre, set out in a delightful situation, approximately one mile from the centre of the City.

In addition to the usual range of subjects and activities within an overwhelmingly rural hill School has developed close links with a nearby farm of college, a further outdoor, and many of its activities, pursuing courses in those colleges for suitably selected pupils of 15 years in the school. In addition it shares with a nearby E.S.N.(M) Senior Schools in the district of a joint Work Education Unit which all of the pupils from these schools attend for a substantial part of their final school year.

The job important part, the Local Education Authority have in mind for a teacher with experience in dealing with the learning difficulties of such a real interest in their educational and social problems.

The possession of a relevant diploma or degree in Education will be an advantage. Salary Headteacher Group 4 (Adult) £5,223-£5,835 plus £312 supplement.

Forms of application, obtainable from the Chief Education Officer, should be returned to him at P.O. Box 67, Leopold Street, Sheffield S1 2HL on or before 1st April, 1977.

Deputy Headships Senior Masters/ Mistresses

AVON COUNTY
CROYDON HALL SCHOOL
Felton's Park, Alnwick
Northumberland NE66 2QF

(Residential, primary, delicate and maladjusted children)

Required for September, HEPITY HEAD TEACHER (Male). Vacancy due to promotion.

Applicants should have experience in the teaching of maladjusted children and be willing to reside in the school and share responsibility for the care of the children.

Application forms and further details from the Headmaster, Mr. Kent, at the address above.

Stamped addressed envelope for application form and further details from the Headmaster.

DERBYSHIRE
COUNTY COUNCIL
BERSHON HENNELBY JUNIOR SCHOOL
Bamford Street, Heanor
Derbyshire DE7 8QZ

SECOND MASTER (MIXED) (Group 4(S))

Applications are invited for the post of HEAD TEACHER of a new school for 40 children to be opened in January, 1978. The successful candidate will be expected to plan purpose built for 1st September, 1977.

Application forms and further details available from Chief Education Officer, Education Office, Buttonwood, Hall Lane, Crosby, Bootle, Merseyside, Telephone 051-924 2626.

Closing date 8th April, 1977.

DEVON
EXETER ELLEN TINKHAM C.S.N. (SCHOOL)
(Boys)

Applications are invited from suitably qualified teachers for the post of SUPERVISOR HEAD TEACHER for the Boys D.E. day school which is situated on the outskirts of Exeter and caters for children of all ages. Candidates should preferably have had relevant teaching experience and possess suitable qualifications in the education of the mentally handicapped pupils.

Salary will be in the Special Group 3(S) £4,842 to £5,402.

The successful applicant will be expected to take up the appointment 1st September 1977.

Application forms and further details (stamped addressed envelope please) from East Devon Area Education Officer, Heathfield House, Heathfield Crescent, Exeter, returns date 31st March 1977.

ESSEX
THE CHELSEA RESIDENTIAL SCHOOL
Maldon Road, Colchester
Essex CO3 3SL
Telephone Colchester 72200

Resident DEPUTY HEAD TEACHER as soon as possible for this small residential school for 40 E.S.N.(M) and socially disadvantaged boys.

Applicants should have experience with boys and hold a teaching qualification.

Salary Scale 2 S.S.A.

Applications to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

TONBRIDGE AND MALLING DIVISION

HALLING HOUSE SCHOOL
DEPUTY HEADSHIP

Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD TEACHER of this boarding school for 40 children. The appointment is commence from 1st September, 1977 or later. Scale 3 Group 3S with a supplement of £402 per annum. Applicants should have responsibility allowance after two years and be prepared to share in the school duty commitment. The successful candidate will be required to reside at the school and share the prescribed bungalow accommodation.

Application forms and further details from the Headmaster, Mr. Mallinson, Halling House, Rochester, Kent (West Malling 842044), who will also forward application forms for prospective candidates.

NORTHUMBERLAND
COUNTY COUNCIL
HAREL WILSON ESN(M) HOSPITAL SCHOOL
Prudhoe and Monkton Hospital, Prudhoe

SECOND MASTER (MIXED)

Required for September

This unique post requiring considerable responsibility. Applications will be invited from teachers with experience in Special Education. Additional qualifications in the Education of the Handicapped Child desirable.

Application forms, remuneration and job description and further details obtainable by sending a foolscap stamped addressed envelope to the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne, NE3 3XT.

SURREY
Fringe area London allowance £100 per annum throughout the county. Generous relocation expenses in approved cases.

THE HOLMES ESN(M) SCHOOL
THE HOLMES, HILLSTOW
GUILDFORD ROAD, HORSEL
Pyrford, Woking

Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD of this school, which will be available from 1st September 1977. The flourishing Hillstow Hospital School caters for about 50 children aged over 5 to 16 years of age, who are in hospital as patients in the hospital.

Salary scale for Deputy Head of Group 3(S) school.

Further details and application forms available from the County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ.

Ref. 12/MM.

CLEMENT CROSS SCHOOL
Chobham Road, Woking

Suitably qualified and experienced TEACHERS are invited to apply for the post of DEPUTY HEAD in this residential school for maladjusted boys in the age range 8-16.

Applicants should have a degree in the teaching of handicapped children and a teaching certificate.

Salary within scale for Deputy Head of Group 3(S) school £5,368 to £5,905 plus £312 per annum supplement plus £402 per annum for London Allowance.

Self-contained unfurnished flat 2-3 bedrooms available at reduced rent.

Application forms and further details from the County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ. Stamped addressed envelope please.

Ref. 13/MM.

WARWICKSHIRE
Leamington Spa

Unfurnished flat 2-3 bedrooms available at reduced rent.

Application forms and further details from the County Education Officer, County Hall, Warwick CV34 4SX. Stamped addressed envelope please.

Ref. 14/MM.

Other Posts on Scale 2 and above

BEXLEY
London Borough of
SHIRLEY PARK SCHOOL

Applications are invited from suitably qualified and experienced teachers for the post of Senior Teacher (Group Diploma for teaching mentally handicapped children) with responsibility for the organisation of teaching E.S.N. (S) children, on a Scale 2 post for this purpose-built school for 140 E.S.N.(S) pupils. A Deputy is required from the Summer Term, 1977, to share responsibility for the Special Care Unit with its especially adapted and generously staffed facilities, an advantage. A Physiotherapist and a Senior Class Teacher (Physio-therapy) need no school experience.

Assistance with removal expenses, loan facilities and housing in London may be considered.

Application forms and further details from the Headmaster, Mr. Mills, who will also forward application forms for prospective candidates.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
SPECIAL SCHOOLS

1. LARE BIRMINGHAM HOSPITAL SCHOOL

HEADTEACHER
Group 4 (S)

Yardley Green Road,
Lime Hospital, Birmingham

Required September 1977 (Ref. 1/SS)

This unique post requiring considerable responsibility. Applications will be invited from teachers with experience in Special Education. Additional qualifications in the Education of the Handicapped Child desirable.

Application forms, remuneration and job description and further details obtainable by sending a foolscap stamped addressed envelope to the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne, NE3 3XT.

SURREY
Fringe area London allowance £100 per annum throughout the county. Generous relocation expenses in approved cases.

THE HOLMES ESN(M) SCHOOL
THE HOLMES, HILLSTOW
GUILDFORD ROAD, HORSEL
Pyrford, Woking

Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD of this school, which will be available from 1st September 1977. The flourishing Hillstow Hospital School caters for about 50 children aged over 5 to 16 years of age, who are in hospital as patients in the hospital.

Salary scale for Deputy Head of Group 3(S) school.

Further details and application forms available from the Head Teacher. Stamped addressed envelope please.

Salary scale for Deputy Head of Group 3(S) school.

Local environment is helpful to the and aims of school.

Application forms and further details from the Headmaster (stamped addressed envelope) to Dental Unit, Kingston-upon-Thames KT1 2DJ.

Ref. 12/MM.

CLEMENT CROSS SCHOOL
Chobham Road, Woking

Suitably qualified and experienced TEACHERS are invited to apply for the post of DEPUTY HEAD in this residential school for maladjusted boys in the age range 8-16.

Applicants should have a degree in the teaching of handicapped children and a teaching certificate.

Salary within scale for Deputy Head of Group 3(S) school £5,368 to £5,905 plus £312 per annum supplement plus £402 per annum for London Allowance.

Self-contained unfurnished flat 2-3 bedrooms available at reduced rent.

Application forms and further details from the County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ. Stamped addressed envelope please.

Ref. 13/MM.

WARWICKSHIRE
Leamington Spa

Unfurnished flat 2-3 bedrooms available at reduced rent.

Application forms and further details from the County Education Officer, County Hall, Warwick CV34 4SX. Stamped addressed envelope please.

Ref. 14/MM.

Special Education

Headships

EALING
(London Borough of)
EDUCATION SERVICE
BEDFORD SCHOOL
Highton Road, Ludworth, Surrey

Required for September, 1977, a HEAD TEACHER at residential school for senior maladjusted boys aged 10-16 years. Surrey 70-80 pupils with capacity for 90 pupils. London Allowance payable. Premium is payable with Head Teacher Allowance of £402 per annum. This vacancy occurs as a result of the retirement of the present Headmaster. Applications from married men with his wife as Matron are welcome.

Application forms and further details available from the Director of Education, Education Offices, Stamped addressed envelope, Perivale Lane, Perivale, Middlesex, Telephone 01-998 7431. Closing date, 6th April, 1977, to whom completed forms should be returned as soon as possible.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
HAVERING GRANGE SCHOOL
Avon Drive, Romford
Havering Hall North, Romford RM3 8TH

Required September, 1977

HEAD TEACHER for this Group 4 (S) Adult Mixed Special School for mainly boys maladjusted children.

Applicants should hold a Special Educational Service Diploma or Normal Diploma or equivalent qualification.

There is a scheme for removal expenses.

Application forms and further details available (stamped addressed envelope please) from the Director of Educational Service, Mercury House, Mercury Gardens, Romford RM1 3DW, to whom they should be returned by 4th April, 1977.

ESSEX
THE CHELSEA RESIDENTIAL SCHOOL
Maldon Road, Colchester
Essex CO3 3SL
Telephone Colchester 72200

Resident DEPUTY HEAD TEACHER as soon as possible for this small residential school for 40 E.S.N.(M) and socially disadvantaged boys.

Applicants should have experience with boys and hold a teaching qualification.

Salary Scale 2 S.S.A.

Applications to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

TONBRIDGE AND MALLING DIVISION

HALLING HOUSE SCHOOL
DEPUTY HEADSHIP

Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD TEACHER of this boarding school for 40 children. The appointment is commence from 1st September, 1977 or later. Scale 3 Group 3S with a supplement of £402 per annum. Applicants should have responsibility allowance after two years and be prepared to share in the school duty commitment. The successful candidate will be required to reside at the school and share the prescribed bungalow accommodation.

Application forms and further details from the Headmaster, Mr. Mallinson, Halling House, Rochester, Kent (West Malling 842044), who will also forward application forms for prospective candidates.

LONDON
ST. LUKE'S SCHOOL
Bell Hill, Birmingham
(Tel: 021 454 2179)

Applications invited from experienced TEACHERS from Scale 3 to Scale 2 for the Home Adaptation Unit. Applicants should have a real interest in the education of severely-handicapped children, an ability to work as an outlined 35 hours, extremely long hours and be prepared to accept invited to contact Headmaster for further details.

8. MAYFIELD SCHOOL
Heathfield, Newhaven, East Sussex
(Tel: 2 3311)

(i) DEPUTY HEADTEACHER
Group 4 (S)

Vacant September 1977.

Applicants must be graduates, preferably qualified.

The school is a mixed day school for E.S.N.(M) pupils, aged 5 to 16 years, plus supplement £2,40 per annum for maximum of 5 years, with responsibilities during long time.

Self-contained unfurnished flat 2-3 bedrooms available at reduced rent.

Application forms and further details from the County Education Officer, County Hall, Lewes, Sussex. Stamped addressed envelope please.

Ref. 12/MM.

CLEVELAND
EDUCATION COMMITTEE
SPECIAL EDUCATION UNIT
ST NICHOLAS SENIOR SCHOOL
Carlisle

Required for September, 1977, a qualified and preferably experienced TEACHER of the Deaf to take charge of the Unit which has accommodation for up to 10 Deaf hearing impaired pupils, aged 11 to 16 years.

Salary in each case, Burnham Scale 2 plus £402 per annum special allowance. Previous qualifications and experience are desirable.

Application forms for the post and further particulars may be obtained from the Director of Education, Civic Centre, Carlisle CA3 8RG.

SPECIAL EDUCATION UNIT
DYFRIND SCHOOL
Whitehaven
Cumbria

Comprehensive Mixed 11 to 16 Years

Required for September, 1977, a qualified and preferably experienced TEACHER of the Deaf to take charge of this unit which has accommodation for up to 10 Deaf hearing impaired pupils, aged 11 to 16 years.

Salary in each case, Burnham Scale 2 plus £402 per annum special allowance. Previous qualifications and experience are desirable.

Application forms for the post and further particulars may be obtained from the Director of Education, Civic Centre, Carlisle CA3 8RG.

DERBYSHIRE
EDUCATION COMMITTEE
SPECIAL EDUCATION
IVY HOUSE SCHOOL (E.S.N. (M))
Ivy House, Osmaston Road, Derby

Applications are invited from suitably qualified, experienced TEACHERS to undertake a post of responsibility for the care of those pupils who need to be taught how to live with their handicaps. The primary emphasis of this school.

This vacancy is due to the promotion of the present holder and is available for September or earlier.

Interested teachers are invited to contact the school for further details and to visit the school prior to application.

Application forms available from the Headmaster, Ivy House School, Ivy House, Osmaston Road, Derby. Telephone 43045 (stamped addressed envelope if by post please).

DEVON
ROYAL ALBERT & EXETER CHILDREN'S HOSPITAL
CHILD DEVELOPMENT CENTRE

Applications are invited for a post under a fixed term contract as the Officer of the Child Development Centre.

Burnham conditions otherwise apply and for suitably qualified and experienced candidates:

Scale 2

The successful applicant will be expected to take up the appointment as soon as possible after 1st April, 1977.

Preference will be given to applicants who have a degree and a teaching in nursery and infant education.

Application forms (stamped addressed envelope please) from Area Education Officer, Heathfield House, Heathfield Crescent, Exeter, returns date 31st March 1977.

DORSET
APPOINTMENT OF HEADMASTER OF THE DEAF
UNIT FOR HEARING IMPAIRED CHILDREN
SYLVAN ROAD SCHOOL
Poole

To take up duties at this school in September 1977, for the post of Head Teacher and qualified TEACHER of the Deaf to take charge of the following department:

Unit for Hearing Impaired Children

Unit for PARTIALLY HEARING and Hearing Impaired Children with acquired hearing difficulties.

Scale 2(a) available for suitably experienced Teacher.

Application forms and further details from the Director of Education, East Dorset Area Education Office, Dorchester House, Blackmore Hill, Hamworth, on receipt of a stamped addressed envelope.

Essex, 1977, for children with specific learning difficulties (Dyslexia) in Special Education Allowance payable. The successful Teacher will be pleased to write prospective applicants to the school on simple further information.

6. DELEGATE SCHOOL FOR DEAFNESS CHILDREN
Queensbridge Road, Nuneaton
Hertfordshire SG5 8QD
Telephone: 0462 71081

ASSISTANT TEACHER (Scale 1) required for a group of children aged 5 to 11 years, who are hearing impaired, possessing a knowledge of children's speech and language, preferably with experience in teaching hearing impaired children, and willing to work with other specialist teachers.

Applicants should have completed the probationary teaching year and must have been included in the Teachers' Register.

Salary Scale: Assistant Teacher Scale 1 (Adult) £3,402-£4,104 plus London Allowance £402 plus Special Allowance £312.

Application forms and further details available from the Director of Education, Education Offices, 52 Johnson Street, Northampton NN1 3DR, to whom they should be returned within 10 days of this advertisement. (Stamped addressed envelope please).

TONBRIDGE WELLS DIVISION
ST. GEORGE'S SCHOOL
Pembury Road, Tunbridge Wells
Kent TN2 3QS

TEACHER required, April Easter for the impending and well-established post of Senior Teacher in charge of girls and boys aged seven to 16 years, attending a day school for children with specific learning difficulties, with, or without, dyslexia and drama.

Possibility of Burnham Scale 2 on post.

The school is situated in spacious grounds allowing a wide range of social and educational activities.

Local environment is helpful to the and aims of school.

Application forms and further details from the Headmaster (stamped addressed envelope) to Dental Unit, Kingston-upon-Thames KT1 2DJ.

Ref. 12/MM.

CLEMENT CROSS SCHOOL
Chobham Road, Woking

Suitably qualified and experienced TEACHERS are invited to apply for the post of DEPUTY HEAD in this residential school for maladjusted boys in the age range 8-16.

Applicants should have a degree in the teaching of handicapped children and a teaching certificate.

Salary within scale for Deputy Head of Group 3(S) school £5,368 to £5,905 plus £312 per annum supplement plus £402 per annum for London Allowance.

Self-contained unfurnished flat 2-3 bedrooms available at reduced rent.

Application forms and further details from the County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ. Stamped addressed envelope please.

Ref. 13/MM.

WARWICKSHIRE
Leamington Spa

Unfurnished flat 2-3 bedrooms available at reduced rent.

Application forms and further details from the County Education Officer, County Hall, Warwick CV34 4SX. Stamped addressed envelope please.

Ref. 14/MM.

SPECIAL EDUCATION

Scale 2 Posts continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

CANTERBURY DIVISION

THE ORCHARD DAY E.S.N.(M) SCHOOL
Canterbury

Required for September, 1977 an experienced and committed TEACHER to develop and extend the Reverse Integration and to take charge of the reverse classes. Scale 2(a) and responsibility allowance with suitable special allowance.

Further details and application forms from the Headmaster, Canterbury 67225.

Application forms from Divisional Education Officer, 78 London Road, Canterbury, Kent.

TONBRIDGE WELLS DIVISION

ST. GEORGE'S SCHOOL
Pembury Road, Tunbridge Wells
Kent TN2 3QS

TEACHER required, April Easter for the impending and well-established post of Senior Teacher in charge of girls and boys aged seven to 16 years, attending a day school for children with specific learning difficulties, with, or without, dyslexia and drama.

Possibility of Burnham Scale 2 on post.

The school is situated in spacious grounds allowing a wide range of social and educational activities.

Local environment is helpful to the and aims of school.

Application forms and further details from the Headmaster (stamped addressed envelope) to Dental Unit, Kingston-upon-Thames KT1 2DJ.

Ref. 12/MM.

CLEMENT CROSS SCHOOL
Chobham Road, Woking

Suitably qualified and experienced TEACHERS are invited to apply for the post of DEPUTY HEAD in this residential school for maladjusted boys in the age range 8-16.

Applicants should have a degree in the teaching of handicapped children and a teaching certificate.

Salary within scale for Deputy Head of Group 3(S) school £5,368 to £5,905 plus £312 per annum supplement plus £402 per annum for London Allowance.

Self-contained unfurnished flat 2-3 bedrooms available at reduced rent.

Application forms and further details from the County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ. Stamped addressed envelope please.

Ref. 13/MM.

WARWICKSHIRE
Leamington Spa

Unfurnished flat 2-3 bedrooms available at reduced rent.

Application forms and further details from the County Education Officer, County Hall, Warwick CV34 4SX. Stamped addressed envelope please.

Ref. 14/MM.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required September, 1977 -
SENIOR PARTIALLY HEARING TEACHER
LAP HEARING IMPAIRED
LOCKER

Scale 2 plus Special Class Allowance. The teacher will be based at the Bradfield Secondary Unit. Appropriate qualifications essential and experience in Secondary aged Hearing impaired children would be advantageous.

Application forms and further details available from Director of Education, Education Offices, 52 Johnson Street, Northampton NN1 3DR, to whom they should be returned within 10 days of this advertisement. (Stamped addressed envelope please).

Scale 1 Posts

BERKSHIRE
BEARNORT MANOR SCHOOL
Bearnort, Maidenhead
Berks.

Ex Agric of September ASSISTANT TEACHER for the Day Boys Unit. Applicants should be male and have had experience with girls, or Scale 2 Ex Agric teacher.

London Fringe Allowance £150 per annum. Lodging allowance and Premium available in special circumstances.

Forms and further details from the Headmaster (stamped addressed envelope) Clewton Hall, Maidenhead.

BEXLEY
London Borough
MARLBOROUGH SCHOOL
Hillside, Sidcup, Kent DA5

TEACHER required for 7th April, 1977, or as soon after as possible. Applications are invited from suitably qualified teachers. Scale 3(S) post. Ability in other Physical Education, Swimming or Music will be particularly appreciated. Visits to the School welcomed. Tel. 01-300 6989.

L.A.A. £207. Assistance with removal expenses, from loan and disturbance allowance on has been secured.

Application forms from Chief Education Officer for Schools (T.D.), Town Hall, Bromley, Kent.

DORSET
ALMA ROAD SCHOOL
Alma Road, Bournemouth

Required for September, 1977, at this Day School for 191 (S.N.M. 151 and (S) children, TEACHER to take charge of a group of profoundly handicapped children aged 13-16 years. Experience in an E.S.N.(S) school is essential. Scale 1 + S.S.A.

Assistance with removal and lead expenses.

Application forms and further particulars from Headmaster on receipt of a stamped addressed envelope.

EAST SUSSEX
Wanted for September, 1977. Qualified TEACHER for class of 10 handicapped pupils of secondary age. Applicants should have a special education certificate. Resident or non-resident.

Apply in writing: St. Mary's School, Westwood Road, Bexhill-on-Sea, Sussex TN40 2LL.

ESSEX
LINDEN PRIMARY SCHOOL
Linden Road, Colchester, Essex
Tel: Col. 73519

TEACHER of the DEAF PARTIALLY HEARING UNIT
Required for September, 1977, a qualified TEACHER of the Deaf to take charge of a group of partially hearing children aged 5-9 years.

Further information and application forms from the Headmaster on receipt of stamped addressed envelope.

CASTLEDON (E.S.N.) M SCHOOL
Shell Road
Rosedale Drive, Wakefield, WF2 7JW
Tel. - Wakfield 61202

TEACHER required in late September or early October for Senior Class. Interest in boys games and outdoor pursuits. Special experience desirable but not essential.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
BALFRUN SCHOOL
Hatherley Road, Longhope, Gloucestershire

Independent (R.C.) School for boys with emotional difficulties aged 11 to 16.

Required, September, 1977. Class TEACHER for the 2nd year. Post is Grade 1 with usual schools allowance and opportunities for overseas Unit Work. There are also opportunities for remedial work with small group.

Application form and further details from Headmaster.

Preliminary visits to school can be arranged.

Closing date 30th March.

HAMPSHIRE
LYMINGTON HOUSE
St. Michael's Road, Bournemouth

Required for 1st September, 1977: Deputy Head for the Day School. Scale 1 plus Special Schools Allowance—LONDON at the Bracket School which has 78 E.S.N. (S).

Stamped addressed envelope to Head for details.

SHROPSHIRE
EDUCATION COMMITTEE
HONKSLAY, MALADJUSTED DAY SCHOOL
Telford, Shropshire

An experienced TEACHER to work in a small group of boys (Junior Children presenting varied emotional and learning difficulties.

Please apply to the Headmaster, Mr. J. S. Brodie, stating qualifications and experience as soon as possible.

SURREY
WAX HILL SCHOOL
Reeley, Farnham, Surrey
Tel.: Bentley 3251

Vacancies arise due to increase in establishment. In this residential establishment for maladjusted boys aged 11 to 16 for the following:

Two TEACHERS (one Scale 2 and one Scale 1) to teach GENERAL SUBJECTS with the School Family in addition to workshop (Handicraft, Remedial Education and Physical Education.

For wife of a married applicant, a house adjacent accommodation is available, together with a self-contained flat on premises.

TAMESIDE
CROWELL SCHOOL
E.S.N.(M) SCHOOL
Denton

Required from September —

HEAD, ASSISTANT TEACHER

Scale 1, plus Special Schools Allowance.

Required for this purpose-built, mixed, day school for maladjusted E.S.N.(M) children aged 13 to 16 years.

Applicants should have completed the probationary teaching year and must have been included in the Teachers' Register.

Application form and further particulars from Assistant Director of Education (Special and Pupil Services), Education Offices, Dean Lane, Hyde, Cheshire SK14 2HU, to whom they should be returned by 8th April.

WIGAN
Metropolitan Borough of
ROSE HILL SCHOOL
Rose Avenue,
Pendlebury, Wigan WN5 8AF

Required for 1st September, 1977, a qualified TEACHER to take charge of a group of boys in a purpose-built, mixed, day school for maladjusted children.

Scale 1 (Adult).

Applicants should have completed the probationary teaching year and must be included in the Teachers' Register.

London Fringe Allowance £150 per annum. Lodging allowance and Premium available in special circumstances.

Forms and further details from the Headmaster (stamped addressed envelope) Clewton Hall, Maidenhead.

BEXLEY
London Borough
MARLBOROUGH SCHOOL
Hillside, Sidcup, Kent DA5

TEACHER required for 7th April, 1977, or as soon after as possible. Applications are invited from suitably qualified teachers. Scale 3(S) post. Ability in other Physical Education, Swimming or Music will be particularly appreciated. Visits to the School welcomed. Tel. 01-300 6989.

L.A.A. £207. Assistance with removal expenses, from loan and disturbance allowance on has been secured.

Application forms from Chief Education Officer for Schools (T.D.), Town Hall, Bromley, Kent.

DORSET
ALMA ROAD SCHOOL
Alma Road, Bournemouth

Required for September, 1977, at this Day School for 191 (S.N.M. 151 and (S) children, TEACHER to take charge of a group of profoundly handicapped children aged 13-16 years. Experience in an E.S.N.(S) school is essential. Scale 1 + S.S.A.

Assistance with removal and lead expenses.

Application forms and further particulars from Headmaster on receipt of a stamped addressed envelope.

EAST SUSSEX
Wanted for September, 1977. Qualified TEACHER for class of 10 handicapped pupils of secondary age. Applicants should have a special education certificate. Resident or non-resident.

Apply in writing: St. Mary's School, Westwood Road, Bexhill-on-Sea, Sussex TN40 2LL.

ESSEX
LINDEN PRIMARY SCHOOL
Linden Road, Colchester, Essex
Tel: Col. 73519

TEACHER of the DEAF PARTIALLY HEARING UNIT
Required for September, 1977, a qualified TEACHER of the Deaf to take charge of a group of partially hearing children aged 5-9 years.

Further information and application forms from the Headmaster on receipt of stamped addressed envelope.

CASTLEDON (E.S.N.) M SCHOOL
Shell Road
Rosedale Drive, Wakefield, WF2 7JW
Tel. - Wakfield 61202

TEACHER required in late September or early October for Senior Class. Interest in boys games and outdoor pursuits. Special experience desirable but not essential.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
BALFRUN SCHOOL
Hatherley Road, Longhope, Gloucestershire

Independent (R.C.) School for boys with emotional difficulties aged 11 to 16.

Required, September, 1977. Class TEACHER for the 2nd year. Post is Grade 1 with usual schools allowance and opportunities for overseas Unit Work. There are also opportunities for remedial work with small group.

Application form and further details from Headmaster.

Preliminary visits to school can be arranged.

Closing date 30th March.

HAMPSHIRE
LYMINGTON HOUSE
St. Michael's Road, Bournemouth

Required for 1st September, 1977: Deputy Head for the Day School. Scale 1 plus Special Schools Allowance—LONDON at the Bracket School which has 78 E.S.N. (S).

Stamped addressed envelope to Head for details.

SHROPSHIRE
EDUCATION COMMITTEE
HONKSLAY, MALADJUSTED DAY SCHOOL
Telford, Shropshire

An experienced TEACHER to work in a small group of boys (Junior Children presenting varied emotional and learning difficulties.

Please apply to the Headmaster, Mr. J. S. Brodie, stating qualifications and experience as soon as possible.

SURREY
WAX HILL SCHOOL
Reeley, Farnham, Surrey
Tel.: Bentley 3251

Vacancies arise due to increase in establishment. In this residential establishment for maladjusted boys aged 11 to 16 for the following:

Two TEACHERS (one Scale 2 and one Scale 1) to teach GENERAL SUBJECTS with the School Family in addition to workshop (Handicraft, Remedial Education and Physical Education.

For wife of a married applicant, a house adjacent accommodation is available, together with a self-contained flat on premises.

SHIRLEY

Applications are invited for the post of DEPUTY HEADMISTRESS of girls mixed group 3 ages 5 to 16, residential, sharing boarding house responsibility. Vacancy September 1977. Only those prepared, after training, to stay a second year in a school where Cookery are well established and in a department which aims to combine the Good in Traditional and modern methods.

Ability to contribute to extra-curricular activities particularly Dance or Drama. Ability to take responsibility for boarding. Salary on Schoolgirl Scales (above Burnham according to qualifications and experience. Accommodation available and up to £200 assistance with removal expenses.

Apply to the Headmaster, Bilbury Hall School, Ripley, Surrey.

CROYDON
WHITGIFT SCHOOL
Haling Park, Croydon
Boys

Required in September, GRADUATE to teach LATINISTS throughout the school to Hardship award level. The ability would suit a young teacher looking for a second post in a school where Classics are well established and in a department which aims to combine the Good in Traditional and modern methods.

Ability to contribute to extra-curricular activities particularly Debt or Drama, an important recommendation.

Salary on Schoolgirl Scales (above Burnham according to qualifications and experience. Accommodation available and up to £200 assistance with removal expenses.

Apply to the Headmaster, Whitgift School, Haling Park, South Croydon, Surrey. Applicants should enclose with their letters of application a list of referees in the Headmaster.

DORSET
CHALE HOUSE SCHOOL
Shalfleet, Isle of Wight
Independent Girls Boarding School

Required in September, GRADUATE to teach LATIN to 'A' Level

Contribution either together with games and activities of two referees to the Headmaster.

By Subject Classification

Art and Design

Heads of Department

LONDON, N.W.1
CAMDEN HOLLAND SCHOOL
Camden Street

Required in September, a suitably qualified and experienced TEACHER to be HEAD of a Department of Art and Design, throughout the school, including Sixth Form, Art, Craft, Design and Technical Studies.

Applicants should be able to contribute to the development of the curriculum, including Aesthetic Studies, Environmental Studies, etc.

Apply at once for forms to the Headmistress with curriculum vitae and the names of two referees.

OXFORD
MARLBOROUGH COLLEGE SCHOOL

(E.S.N.(M)), pending independent 5th form from 1st September 1977.

Required in September, 1977, TEACHER of Art and Craft, Scale of subject throughout school. Some experience teaching pupils of average ability. Interest in Pottery desirable. Burnham Scale 2a.

Full details from the Master, Marlborough College School, Oxford OX1 1DC.

Other Assistants

BIRMINGHAM
KING EDWARD'S HIGH SCHOOL FOR GIRLS
Edgbaston Park Road, Birmingham B15 2UA

(Direct Grant Grammar Boarding Independent)

(Day girls, 11 to 18)

Required for September, part-time TEACHER of ART (boys and girls) amounting approximately 2 days a week, including Saturday, to share equally the work of the department with F.T.A. of DIRECTOR, preferably with interest in three dimensional work. Pottery studio available.

Further particulars from the Headmistress of the School.

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely

Required for September, 1977, a MASTER or MISTRESS to teach Art and Craft to Common Entrance and GENERAL SUBJECTS in Junior School to Common Entrance and Public School Scholarship level.

Ability to assist with games or coach a strong adventure.

Salary in accordance with the Ely Scale. Scale of applications giving the names of five persons to whom reference may be sought should be addressed to the Headmaster from whom further details may be obtained.

Cambridgeshire

Peterborough Area

HELTWATE SPECIAL SCHOOL
South Bretton, Peterborough
Group 6S

Required for September, 1977:

This new Special school is planned to open in September, 1977. Candidates will be considered who have appropriate experience in either ordinary or special schools.

The School is planned for 140 children mixed, including a 20 place Nursery/Assessment Unit and will cater for children with severe learning difficulties. Particular emphasis will be placed on the development of Reading, Language and Communication Skills. It is anticipated that a significant proportion of children will return to normal schools.

Deputy Head Teacher

Applicants should hold a qualification in Remedial/Special Education or equivalent, and will be expected to role imaginative leadership, and to take a major role in developing curriculum throughout the School.

Teacher-in-Charge

Nursery/Assesment Unit (Scale 3S)

The person appointed will

INDEPENDENT
continued

Commercial Subjects

ROTLAND
BARHAM SCHOOL
Co-educational 580 Boarders
Six Day 500 Sixth Form
ASSISTANT CHAIRLAIN is required for September 1977. Preferably resident, in addition to R.E. will include commercial studies and English.
Applications citing two referees to The Headmaster, Chapel Close, Oakham.

Domestic Subjects

Heads of Department

SURREY
CARLTONIAN SCHOOL
Other
Independent Boarding and Day School
(520 girls). All boarders attend Carlotian Science Sunday School.
Required for September 1977 HOME ECONOMICS SPECIALIST to teach to O and A level and junior Sixth Form courses.
Large modern cookery and seminar work rooms in pleasant surroundings.
Salary based on Burnham Scale with Surrey allowance. Scale 2 post offered to applicant with suitable experience. Superannuation pension. Residence optional. Carlotian Schools Superfund.
Apply with full particulars and names and addresses of referees, to the Headmistress.

Other Assistants

CROYDON
THE OLD PALACE SCHOOL
(620 girls. Direct Grant Independent)
Required for September 1977 GRADUATE to teach HIGHER ECONOMICS in Ordinary and Advanced levels.
This is a flourishing department. Applications are invited from two referees should be sent as soon as possible to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX.

HERTFORDSHIRE
SHRIMPLEMTED SCHOOL FOR GIRLS
Kings Road, Hertfordshire
Required in September, TEACHER of MEDICAL CARE, SKILLS and possibly some A&P for girls aged seven to 18. Some Science qualifications essential.
Apply to Bursar, Governors' Superannuation.
Apply with full particulars, qualifications, training and experience, and names of referees to the Headmistress.

Economics

LONDON, W.13
Boys' Independent Grammar School required for April a GRADUATE to teach Law to "A" level and ENGLISH LANGUAGE to "O" level and Junior Historian.
Apply in writing to the Headmaster, Ealing College Upper School, 84 The Avenue, London, W.13.

English

Heads of Department

SHROPSHIRE
MORETON HALL
Weston Rhyn, Oswestry, Salop
SY10 7SJ.
This girls' public school of 210 boarders, with a Sixth Form, invites applications for the post of HEAD OF ENGLISH DEPARTMENT.
This is a key appointment within the school. The successful holder of the post has exceptional prospects of influence in all aspects of school life.
Spoken English, drama and related activities are of a high standard.
Only graduates who are well-qualified enthusiasts who can stimulate and inspire but not necessarily lengthy experience need apply. Advanced and Cambridge level should apply.
At interval in Dramatic and Spoken English is an opening for a graduate with full particulars available from the Principal to whom applications, with full curriculum vitae and the names of two referees, should be sent as soon as possible.

Other Assistants

BATH
KING EDWARD'S SCHOOL
Required for September 1977, an lecturer GRADUATE to teach English, leading, in second post, Year 7 superintendent, providing opportunities for Drama experience in Drama is an advantage.
Curriculum vitae and the names of three referees should be sent in the first instance to the Headmaster immediately.

HILLINGDON
CONVENT OF THE SACRED HEART
Hillingdon Court, 106 Vine Lane, Hillingdon, Middlesex.
Required for Summer Term, 1977 or January or September, 1977, in July, 1977, a GRADUATE to teach English, up to "A" level. Preference will be given to a graduate with some experience in English for Summer Term only.
Apply in the Headmistress giving details of experience and qualifications and names of two referees.

KENT
ST. STEPHEN'S COLLEGE
North Foreland, Broadstairs.
Required GRADUATE required for September 1977, to teach through-put, preferably with Drama.
A level ability to teach Classical studies would be an advantage, also games, Christmas production, Burnham scale salary. Accommodation available for lady teacher. Special terms for child's education.
Applications including curriculum vitae and names of two referees to the Headmaster by 8th April, 1977.

LONDON
QUEEN'S GATE SCHOOL
(GIRLS)
Required in September, GRADUATE to teach Spanish to "O" level and Junior Spanish.
Apply Principal, 133 Queen's Gate, London SW7 5LE.

MANCHESTER
WILLIAM HULME'S GRAMMAR SCHOOL
Independent HMC
Required for September, well qualified GRADUATE to teach English and GRADUATE to teach French to "O" level and "A" level. Experience desirable but not essential. An interest in games will be an additional recommendation. The Department is blessed with a record of University successes and a reputation for school plays of a suitable application.
Apply with full curriculum vitae and the names of two referees to the Headmaster, William Hulme's Grammar School, Alexandra Park, Manchester M14 4HU.

N. WALES
RYDAL SCHOOL
Colwyn Bay
(11 to 18, 270 boys boarding)
Required for September 1977 GRADUATE to teach ENGLISH at all levels, and GRADUATE to teach GEOGRAPHY.
Strong Drama tradition with excellent facilities. Ability and willingness to contribute to other aspects of school life and activities an important consideration. Accommodation available. Salary Burnham plus.
Please apply in the first instance with full name, address and telephone number of two referees to the Headmaster, Rydal School, Colwyn Bay, Wales (Colwyn 730381).

PLYMOUTH
PLYMOUTH COLLEGE
(Headmaster's Conference School)
Day and Boarding
Boys aged 13 to 18
Required for September 1977 GRADUATE to teach Geography (Sixth Form) and to assist the Headmaster in the School in other ways.
There is additional scope for a Master interested in either the Library or Drama.
Applications to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN, with full details and the names of two referees.

SURREY
ST. HUGH'S COLLEGE
Weybridge KT13 0QS
Girls 11-18 (L.M.C.) 600 boarding and day. Sixth form 200. Staff 70.
ENGLISH GRADUATE to teach all classes including O- and A-level levels.
Specialty not essential. Two referees should be sent as soon as possible to the Headmistress.

SUSSEX
ARDINGLY COLLEGE
Near Haywards Heath
(H.M.C., presently boarding school, about 400 pupils)
GRADUATE required to teach ENGLISH from September, to teach ENGLISH to O level and to assist in other teaching given to secondary subjects offered. Games and other extra-curricular activities.
Applicants should be in sympathy with the Anglican tradition of the Crossford Corporation, of which Ardingly is a boarding school. Applications should write to the Headmaster enclosing details of their career and qualifications, and the names of two referees.

SUSSEX
ST. LEONARDS-MAYFIELD
SCHOOL
Mayfield, Sussex
Independent, Girls, Grammar School
Required September, GRADUATE to share in teaching of ENGLISH to O level and to share in teaching of English Literature in qualifications and experience.
Apply with full names of two referees to the Headmistress, St. Leonards-Mayfield School, Mayfield, Sussex TN20 6PH.

SUSSEX
MAYFIELD COLLEGE
Mayfield, Sussex
R.C. Boarding and Day School for Girls 11-18 Approx. 300 boys.
Teaching staff 30.
Required for September 1977 a Teacher of English to teach English up to "O" level.
Apply in the Headmistress giving full curriculum vitae and the names and addresses of two referees.

READING
BLOUNT SCHOOL
(Boys 11-18 years)
Required for September 1977 GRADUATE to teach English and History to "O" level.
Applicants should be able to contribute to games and other extra-curricular activities.
Apply in the Headmaster giving full curriculum vitae and the names of two referees.

Other Assistants

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely
Required for September 1977: a MASTER or MISTRESS to teach MATHEMATICS (L.C.) Preferably out the Senior School in HIGH Sixth Form ability to teach up to your Sixth Form online work. This post is suitable for a first assistant mistress.
Ability to assist with hockey, cricket or tennis a strong advantage.
Salary in accordance with the Ely scale.
Applications, giving the names of two persons to whom reference may be made, should be addressed to the Headmaster from whom details may be obtained.

CHESTER
THE QUEEN'S SCHOOL
(Girls, 11-18, Independent)
MATHEMATICS GRADUATE required for September, 1977 to share in teaching throughout the school to "O" level and Oxford Entrance standard. S.M.P. (O) level course, Janet Brown, Principal, would be an advantage. Good staffroom and social life.
Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. One should be the last headmistress of two referees to the Headmistress, The Queen's School, Hoole Road, Chester CH2 3PD.

DYFED
LLANDOVERY COLLEGE
Required for September, 1977, a GRADUATE to be responsible for the teaching of MATHEMATICS to "O" and "A" level. The appointee will be expected to perform residential duties and to take part in extra-curricular activities.
Salary related to the Burnham Scale.
Applications in writing please to the Warden, Llandovery College, Llandovery, Dyfed.

KENT
BENENDEN SCHOOL
Cranbrook
Independent 335 girls 12 to 18)
Wanted in September, 1977, a GRADUATE to share in teaching of HISTORY throughout the school, up to and including Advanced Level. Burnham Scale and Government Superannuation. Non-resident accommodation may be provided.
Apply with full particulars and names of referees to Headmistress.

KENT
THE SACRED HEART SCHOOL
Hawkhurst, Tunbridge Wells
(RC Girls)
Catholic Independent School for 270 girls 3 to 18
GRADUATE required in September, 1977 to teach MATHEMATICS to "O" level.
Apply in the Headmaster giving curriculum vitae and names of two referees.

LIVERPOOL
LIVERPOOL COLLEGE
(H.M.C. Boys Day School)
Required for September, 1977, a GRADUATE HISTORY TEACHER to join the Senior Department and form Housemaster to share in the pastoral care of the boys throughout the school.
Salary Scale 2 plus allowance.
Apply in the Headmaster giving full curriculum vitae and the names of two referees.

LONDON, W.5
Required in September in preoccupied Independent Girls' School, TEACHER for MATHEMATICS up to "O" level.
Apply Headmistress, Harrington School, 20 Castlecot Road, Ealing, W.5.

NORFOLK
EXCELSIS HALL SCHOOL
Guidenham, Norwich, NR15 2PA
Required for September, resident MATHEMATICS to G.C.E. or high standard, boarding House for 140 boys.
Burnham Scale 1. Government superannuation.
Applicants with names of referees to the Headmaster.

OXFORD
RYE ST. ANTONY SCHOOL
Oxford
Independent R.C. Boarding and Day School for Girls.
Required for April or September, GRADUATE to teach MATHEMATICS up to "A" level.
Burnham Scale — Non-resident, R.C. not essential.
Apply with curriculum vitae to the Headmistress, Rye St. Antony's Lane, Headington Hill, Oxford.

OXFORDSHIRE
LADYKE GATECOMBE
MATHEMATICIAN
We have a vacancy in September for a MATHEMATICIAN either to teach Scholarship Sixth Form or to take an interest in Maths in preparation for Sixth Form work.
Salary on Scale 2 plus allowance.
Apply with curriculum vitae to the Headmistress.

SURREY
ST. CATHERINE'S SCHOOL
Bramley, Guildford, GU5 0DF
(Girls 3-18 Limited Independent Day and Boarding School of 520 girls)
Required in September HEAD of MATHEMATICS and GRADUATE in Mathematics to share in teaching throughout the School up to "O" level.
Salary on Scale 2 plus allowance.
Apply in writing, with curriculum vitae, to the Headmistress, Mrs. Elizabeth Lewis, B.Sc.

WORCESTERSHIRE
BUSHEY HALL SCHOOL
Bromsgrove, Worcestershire
Young GRADUATE required for September 1977 to teach MATHEMATICS to "O" level. Boy with strong extra-curricular interests.
Accommodation available.
Further details of this and other vacancies from the Headmaster, Bushey Hall School, Colwyn Bay, Wales (Colwyn 730381).

Other Assistants

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely
Required for September 1977: a MASTER or MISTRESS to teach MATHEMATICS (L.C.) Preferably out the Senior School in HIGH Sixth Form ability to teach up to your Sixth Form online work. This post is suitable for a first assistant mistress.
Ability to assist with hockey, cricket or tennis a strong advantage.
Salary in accordance with the Ely scale.
Applications, giving the names of two persons to whom reference may be made, should be addressed to the Headmaster from whom details may be obtained.

CHESTER
THE QUEEN'S SCHOOL
(Girls, 11-18, Independent)
MATHEMATICS GRADUATE required for September, 1977 to share in teaching throughout the school to "O" level and Oxford Entrance standard. S.M.P. (O) level course, Janet Brown, Principal, would be an advantage. Good staffroom and social life.
Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. One should be the last headmistress of two referees to the Headmistress, The Queen's School, Hoole Road, Chester CH2 3PD.

COVENTRY
COVENTRY SCHOOL
(Girls, 3-18, Independent, 410)
(Boy pupils 200 in the Sixth Form)
MATHEMATICS GRADUATE required for September 1977 to teach MATHEMATICS throughout the school.
Please state any subsidiary ability in games, including games.
Application with full curriculum vitae and names of two referees to Headmistress, Coventry School, Kenilworth Road, Coventry CV4 7AH, giving full curriculum vitae and names of two referees.

CROYDON
THE OLD PALACE SCHOOL
(620 girls. Direct Grant Independent)
Well qualified Honours GRADUATE required to teach MATHEMATICS throughout the school to "O" level. Ability to teach suitably qualified pupils this could be an advantage.
Apply with curriculum vitae and names of two referees to the Headmistress, The Old Palace School, Old Palace Road, Croydon, CR0 1AX.

EDINBURGH
LEITH COLLEGE
(Boys' Boarding School)
TEACHER required in September, 1977 for MATHEMATICS.
Apply to the Headmaster, Leith College, Edinburgh.

KENT
KENT COLLEGE
Canterbury (Boys' Independent Boarding and Day School under the Church of Methodist Conference)
Independent Boarding and Day School for 560 senior girls.
Required for September 1977 MATHEMATICIAN to teach throughout the School to ordinary and Advanced levels.
Experience in Modern Mathematics (Brad Course) essential and special interest in Statistics and English Mathematics at Advanced level a recommendation.
Duty is the possibility of a Science post for a suitably qualified, enthusiastic specialist.
Apply in writing, giving full qualifications and experience, a copy of one testimonial and the names for referees, to the Headmistress of the School.

KENT
WEST HEATH
Sevenoaks
Required September: Graduate Teaching TEACHER of MATHEMATICS to share in teaching up to "O" level.
Ability to help with cricket, games and/or service activities an advantage.
New school opened in 1971 with 300 girls. Applications to the Headmaster with curriculum vitae and names of two referees.

LONDON, N.W.11
KING ALFRED SCHOOL
North End Road, London, NW11
Qualified TEACHER preferably experienced, required in September for Senior Mixed Boarding and Day Independent day school. Ability to share in teaching Sixth Form teaching is essential. Sixth Form teaching is required in Mathematics.
Please apply in writing, enclosed addressed envelope to the Headmistress giving details of qualifications, experience and the names of two referees. One should be the last Headmaster of two referees to the Headmaster, King Alfred School, 206 North End Road, London NW11 7HB.

LONDON, S.E.5
ALLEYN COURT
(Girls' Boarding School)
TEACHER required in September, 1977 for MATHEMATICS.
Apply to the Headmaster, Leith College, Edinburgh.

LONDON, W.5
Required in September in preoccupied Independent Girls' School, TEACHER for MATHEMATICS up to "O" level.
Apply Headmistress, Harrington School, 20 Castlecot Road, Ealing, W.5.

NORFOLK
EXCELSIS HALL SCHOOL
Guidenham, Norwich, NR15 2PA
Required for September, resident MATHEMATICS to G.C.E. or high standard, boarding House for 140 boys.
Burnham Scale 1. Government superannuation.
Applicants with names of referees to the Headmaster.

OXFORD
RYE ST. ANTONY SCHOOL
Oxford
Independent R.C. Boarding and Day School for Girls.
Required for April or September, GRADUATE to teach MATHEMATICS up to "A" level.
Burnham Scale — Non-resident, R.C. not essential.
Apply with curriculum vitae to the Headmistress, Rye St. Antony's Lane, Headington Hill, Oxford.

OXFORDSHIRE
LADYKE GATECOMBE
MATHEMATICIAN
We have a vacancy in September for a MATHEMATICIAN either to teach Scholarship Sixth Form or to take an interest in Maths in preparation for Sixth Form work.
Salary on Scale 2 plus allowance.
Apply with curriculum vitae to the Headmistress.

SURREY
ST. HUGH'S COLLEGE
Weybridge KT13 0QS
Girls 11-18 (L.M.C.) 600 boarding and day. Sixth form 200. Staff 70.
ENGLISH GRADUATE to teach all classes including O- and A-level levels.
Specialty not essential. Two referees should be sent as soon as possible to the Headmistress.

SUSSEX
ARDINGLY COLLEGE
Near Haywards Heath
(H.M.C., presently boarding school, about 400 pupils)
GRADUATE required to teach ENGLISH from September, to teach ENGLISH to O level and to assist in other teaching given to secondary subjects offered. Games and other extra-curricular activities.
Applicants should be in sympathy with the Anglican tradition of the Crossford Corporation, of which Ardingly is a boarding school. Applications should write to the Headmaster enclosing details of their career and qualifications, and the names of two referees.

WARWICK
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick
(Direct Grant Independent Grammar School of 570 girls)
Required for September, 1977, HONOURS GRADUATE, preferably with ability to share in teaching of the school's flourishing Sixth Form and experience in qualifications.
Apply with full names of two referees to the Headmistress, The Kings High School for Girls, Warwick.

SUSSEX
MAYFIELD COLLEGE
Mayfield, Sussex
R.C. Boarding and Day School for Girls 11-18 Approx. 300 boys.
Teaching staff 30.
Required for September 1977 a Teacher of English to teach English up to "O" level.
Apply in writing to the Headmistress at the school with curriculum vitae, testimonials and the names and addresses of two referees.

Geography

BOURNEMOUTH
ST. PETER'S SCHOOL
Bournemouth
(Girls 3 to 18)
Required for September a graduate TEACHER of GEOGRAPHY to Lower School, and to assist with the teaching of games, in particular netball.
St. Peter's is an Independent Catholic secondary school with 760 pupils, 150 of whom are in the Sixth form.
Please apply to the Headmaster, enclosing a curriculum vitae.

CORNWALL
THE SCHOOL OF ST. CLARE
Polwhele, Penzance, Cornwall
TR18 3JS
Girls' School of the Western Division of the Woodard Corporation.
Specialist GRADUATE GEOGRAPHY TEACHER required in September to teach throughout Senior School up to C.S.E. (Mode 3) and "O" level.
Please state second subject. Careers guidance and English particularly welcome. Salary Burnham Scale 2. (Government superannuation).
Apply with full curriculum vitae and names of two referees to the Headmistress.

HARROW
HEATHFIELD SCHOOL
(Independent Day School for Girls 3-20 years)
Required for September 1977 an experienced GRADUATE GEOGRAPHY to teach the subject to "O" and "A" level.
Salary, Burnham Scale 2, plus London Allowance. Government Superannuation.
Please apply in writing to the Headmistress, including a curriculum vitae, the names of two referees and say recent testimonials.

NEWCASTLE upon Tyne
THE NEWCASTLE upon TYNE HIGH SCHOOL
Westgate Road
Newcastle upon Tyne NE4 8RA
Required for September, 1977 a GRADUATE to share in teaching of GEOGRAPHY throughout the School up to Advanced level. Please state "sub-ject" in application.
Apply in writing to the Headmistress at the school with curriculum vitae, testimonials and the names and addresses of two referees.

Mathematics

Heads of Department

EAST LOTHIAN
LORETO SCHOOL
This non-denominational boys' boarding school requires for September, 1977 a HEAD of MATHEMATICS DEPARTMENT.
Applicant should be graduate with ability to teach Mathematics throughout the School to G.C.E. "O" level and "A" level.
Bachelor or married accommodation available.
Apply with curriculum vitae and names of two referees to the Headmaster, Loreto School, Musselburgh, near Edinburgh.

KENT
DOVER COLLEGE
(H.M.C. Independent)
Co-educational
400 pupils 13 to 18
Required for January 1978, well-qualified MATHEMATICIAN to be HEAD of the MATHEMATICS DEPARTMENT, leading a department of five, organising the subject throughout the School to Advanced level. Please state "sub-ject" in application.
Apply in writing to the Headmistress at the school with curriculum vitae, testimonials and the names and addresses of two referees.

Other Assistants

BERKSHIRE
BRYANTS SCHOOL
Bracknell, Berkshire
Required in September, well qualified GRADUATE to teach Mathematics to "O" level.
Apply in the Headmaster giving curriculum vitae and the names of two referees.

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely
Required for September 1977: a MASTER or MISTRESS to teach MATHEMATICS (L.C.) Preferably out the Senior School in HIGH Sixth Form ability to teach up to your Sixth Form online work. This post is suitable for a first assistant mistress.
Ability to assist with hockey, cricket or tennis a strong advantage.
Salary in accordance with the Ely scale.
Applications, giving the names of two persons to whom reference may be made, should be addressed to the Headmaster from whom details may be obtained.

CHESTER
THE QUEEN'S SCHOOL
(Girls, 11-18, Independent)
MATHEMATICS GRADUATE required for September, 1977 to share in teaching throughout the school to "O" level and Oxford Entrance standard. S.M.P. (O) level course, Janet Brown, Principal, would be an advantage. Good staffroom and social life.
Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. One should be the last headmistress of two referees to the Headmistress, The Queen's School, Hoole Road, Chester CH2 3PD.

COVENTRY
COVENTRY SCHOOL
(Girls, 3-18, Independent, 410)
(Boy pupils 200 in the Sixth Form)
MATHEMATICS GRADUATE required for September 1977 to teach MATHEMATICS throughout the school.
Please state any subsidiary ability in games, including games.
Application with full curriculum vitae and names of two referees to Headmistress, Coventry School, Kenilworth Road, Coventry CV4 7AH, giving full curriculum vitae and names of two referees.

CROYDON
THE OLD PALACE SCHOOL
(620 girls. Direct Grant Independent)
Well qualified Honours GRADUATE required to teach MATHEMATICS throughout the school to "O" level. Ability to teach suitably qualified pupils this could be an advantage.
Apply with curriculum vitae and names of two referees to the Headmistress, The Old Palace School, Old Palace Road, Croydon, CR0 1AX.

LONDON, S.E.5
ALLEYN COURT
(Girls' Boarding School)
TEACHER required in September, 1977 for MATHEMATICS.
Apply to the Headmaster, Leith College, Edinburgh.

LONDON, W.5
Required in September in preoccupied Independent Girls' School, TEACHER for MATHEMATICS up to "O" level.
Apply Headmistress, Harrington School, 20 Castlecot Road, Ealing, W.5.

NORFOLK
EXCELSIS HALL SCHOOL
Guidenham, Norwich, NR15 2PA
Required for September, resident MATHEMATICS to G.C.E. or high standard, boarding House for 140 boys.
Burnham Scale 1. Government superannuation.
Applicants with names of referees to the Headmaster.

OXFORD
RYE ST. ANTONY SCHOOL
Oxford
Independent R.C. Boarding and Day School for Girls.
Required for April or September, GRADUATE to teach MATHEMATICS up to "A" level.
Burnham Scale — Non-resident, R.C. not essential.
Apply with curriculum vitae to the Headmistress, Rye St. Antony's Lane, Headington Hill, Oxford.

OXFORDSHIRE
LADYKE GATECOMBE
MATHEMATICIAN
We have a vacancy in September for a MATHEMATICIAN either to teach Scholarship Sixth Form or to take an interest in Maths in preparation for Sixth Form work.
Salary on Scale 2 plus allowance.
Apply with curriculum vitae to the Headmistress.

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Weybridge KT13 0QS
Girls 11-18 (L.M.C.) 600 boarding and day. Sixth form 200. Staff 70.
ENGLISH GRADUATE to teach all classes including O- and A-level levels.
Specialty not essential. Two referees should be sent as soon as possible to the Headmistress.

SUSSEX
ARDINGLY COLLEGE
Near Haywards Heath
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Applicants should be in sympathy with the Anglican tradition of the Crossford Corporation, of which Ardingly is a boarding school. Applications should write to the Headmaster enclosing details of their career and qualifications, and the names of two referees.

WARWICK
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick
(Direct Grant Independent Grammar School of 570 girls)
Required for September, 1977, HONOURS GRADUATE, preferably with ability to share in teaching of the school's flourishing Sixth Form and experience in qualifications.
Apply with full names of two referees to the Headmistress, The Kings High School for Girls, Warwick.

SUSSEX
MAYFIELD COLLEGE
Mayfield, Sussex
R.C. Boarding and Day School for Girls 11-18 Approx. 300 boys.
Teaching staff 30.
Required for September 1977 a Teacher of English to teach English up to "O" level.
Apply in writing to the Headmistress at the school with curriculum vitae, testimonials and the names and addresses of two referees.

Other Assistants

BERKSHIRE
BRYANTS SCHOOL
Bracknell, Berkshire
Required in September, well qualified GRADUATE to teach Mathematics to "O" level.
Apply in the Headmaster giving curriculum vitae and the names of two referees.

CAMBRIDGE
THE KING'S SCHOOL
Ely
Required for September, well qualified GRADUATE to teach Mathematics throughout the School and form Housemaster to share in the pastoral care of the boys throughout the school.
Salary Scale 2 plus allowance.
Apply in the Headmaster giving full curriculum vitae and the names of two referees.

CHESTER
THE QUEEN'S SCHOOL
(Girls, 11-18, Independent)
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Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. One should be the last headmistress of two referees to the Headmistress, The Queen's School, Hoole Road, Chester CH2 3PD.

COVENTRY
COVENTRY SCHOOL
(Girls, 3-18, Independent, 410)
(Boy pupils 200 in the Sixth Form)
MATHEMATICS GRADUATE required for September 1977 to teach MATHEMATICS throughout the school.
Please state any subsidiary ability in games, including games.
Application with full curriculum vitae and names of two referees to Headmistress, Coventry School, Kenilworth Road, Coventry CV4 7AH, giving full curriculum vitae and names of two referees.

CROYDON
THE OLD PALACE SCHOOL
(620 girls. Direct Grant Independent)
Well qualified Honours GRADUATE required to teach MATHEMATICS throughout the school to "O" level. Ability to teach suitably qualified pupils this could be an advantage.
Apply with curriculum vitae and names of two referees to the Headmistress, The Old Palace School, Old Palace Road, Croydon, CR0 1AX.

LONDON, S.E.5
ALLEYN COURT
(Girls' Boarding School)
TEACHER required in September, 1977 for MATHEMATICS.
Apply to the Headmaster, Leith College, Edinburgh.

LONDON, W.5
Required in September in preoccupied Independent Girls' School, TEACHER for MATHEMATICS up to "O" level.
Apply Headmistress, Harrington School, 20 Castlecot Road, Ealing, W.5.

NORFOLK
EXCELSIS HALL SCHOOL
Guidenham, Norwich, NR15 2PA
Required for September, resident MATHEMATICS to G.C.E. or high standard, boarding House for 140 boys.
Burnham Scale 1. Government superannuation.
Applicants with names of referees to the Headmaster.

OXFORD
RYE ST. ANTONY SCHOOL
Oxford
Independent R.C. Boarding and Day School for Girls.
Required for April or September, GRADUATE to teach MATHEMATICS up to "A" level.
Burnham Scale — Non-resident, R.C. not essential.
Apply with curriculum vitae to the Headmistress, Rye St. Antony's Lane, Headington Hill, Oxford.

OXFORDSHIRE
LADYKE GATECOMBE
MATHEMATICIAN
We have a vacancy in September for a MATHEMATICIAN either to teach Scholarship Sixth Form or to take an interest in Maths in preparation for Sixth Form work.
Salary on Scale 2 plus allowance.
Apply with curriculum vitae to the Headmistress.

SURREY
ST. HUGH'S COLLEGE
Weybridge KT13 0QS
Girls 11-18 (L.M.C.) 600 boarding and day. Sixth form 200. Staff 70.
ENGLISH GRADUATE to teach all classes including O- and A-level levels.
Specialty not essential. Two referees should be sent as soon as possible to the Headmistress.

SUSSEX
ARDINGLY COLLEGE
Near Haywards Heath
(H.M.C., presently boarding school, about 400 pupils)
GRADUATE required to teach ENGLISH from September, to teach ENGLISH to O level and to assist in other teaching given to secondary subjects offered. Games and other extra-curricular activities.
Applicants should be in sympathy with the Anglican tradition of the Crossford Corporation, of which Ardingly is a boarding school. Applications should write to the Headmaster enclosing details of their career and qualifications, and the names of two referees.

WARWICK
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick
(Direct Grant Independent Grammar School of 570 girls)
Required for September, 1977, HONOURS GRADUATE, preferably with ability to share in teaching of the school's flourishing Sixth Form and experience in qualifications.
Apply with full names of two referees to the Headmistress, The Kings High School for Girls, Warwick.

SUSSEX
MAYFIELD COLLEGE
Mayfield, Sussex
R.C. Boarding and Day School for Girls 11-18 Approx. 300 boys.
Teaching staff 30.
Required for September 1977 a Teacher of English to teach English up to "O" level.
Apply in writing to the Headmistress at the school with curriculum vitae, testimonials and the names and addresses of two referees.

INDEPENDENT
Modern Languages
continued

STAFFORDSHIRE
DENSMORE COLLEGE
(GIRLS)
Required from September 1977 to share the teaching of GERMAN to Sixth Form level. Ability to help with other subjects. Boarding House attached to school. Applicants with other qualifications or experience in French, Spanish, Russian, Scandinavian languages, Greek, Latin.
Apply in the Headmaster giving full curriculum vitae and the names of two referees or at least the addresses of at least two referees.

DORSET
GREAT HOLLOW SCHOOL
SHERBORNE, Blandford
Independent Girls' Boarding School recognised by the Ministry of Education.
Required in September, GRADUATE to teach FRENCH and GERMAN to "A" level.
Burnham Scale 1. Government superannuation.
Apply in writing to the Headmistress with full curriculum vitae and names of two referees.

SUFFOLK
LEIGHTON SCHOOL
Ipswich, IP2 9QJ
(Recognised by the Department of Education and Science)
Required for September 1977, full-time GRADUATE to teach FRENCH up to "A" level, Burnham Scale 2 Assistant Mistress post.
Apply in writing to the Headmistress giving full curriculum vitae and names of two referees.

SUFFOLK
ST. HELP'S School
(GIRLS)
GRADUATE required September, 1977, to teach FRENCH up to "A" level. Good degree and some experience desirable. Ability to assist Senior Pastoral Responsibility. Apply in writing to the Headmistress giving full curriculum vitae and names of two referees.

WORCESTERSHIRE
LAWNSIDE SCHOOL
Great Malvern
Required September, GRADUATE to teach FRENCH and GERMAN to "A" level. Ability to assist Senior Pastoral Responsibility. Apply in writing to the Headmistress giving full curriculum vitae and names of two referees.

Music

Heads of Department

SHREWSBURY
SHREWSBURY HIGH SCHOOL
Girls' Public Day School Trust
(Direct Grant Independent)
Required for September, 1977, well qualified GRADUATE to share in teaching of the MUSIC DEPARTMENT and to lead Orchestra and teach Intermediate and Advanced Level. The school has several instrumentalists and the successful applicant will also be required to supervise practising of a large number of girls learning the Piano, Cartons, Instruments, Burnham Scale and Government Superannuation.
Please apply by letter giving details of the Headmistress enclosing curriculum vitae and names and addresses of two referees.

Other Assistants

DERBYSHIRE
HEPTON SCHOOL
TEACHER (BRASS INSTRUMENTS) required for September, to take Brass Instruments, share in the Music Department, the successful applicant will also be required to play other Brass in Pop Groups or other ensemble. Vital study preferably the French horn, the successful applicant is capable of hard work and the ability to take out-of-school activities will be a recommendation.
Applications with curriculum vitae and names of referees to the Headmaster, Hepton School, Derbyshire.

MANCHESTER
WILLIAM HULME'S GRAMMAR SCHOOL
(Independent, H.M.C.)
Required for September, well qualified GRADUATE to teach French and some GERMAN throughout the school. The Modern Languages Department is a well-qualified and experienced team of University graduates. Scale 2 post plus allowance available for suitable candidate.
Applications with curriculum vitae and the names of two referees to the Headmaster, William Hulme's Grammar School, Alexandra Park, Manchester M14 4HU.

MIDDLESEX
THE JOHN LYON SCHOOL
Harrow
(Independent, Day, 11-18, 450 boys)
Required in September 1977 GRADUATE to teach FRENCH up to "A" level. Applicants with levels from 1 to 10 years teaching University degree.
Salary above London Burnham.
Apply in writing with full details and names of two referees to Headmaster, John Lyon School, Middle Road, Harrow. HA2 0HN.

NORFOLK
GAYTS HALL SCHOOL
Hunstanton, Norfolk, NR35 2PA
Required for September, GRADUATE to teach FRENCH and GERMAN to "A" level, Burnham Scale 1, Assistant Mistress post.
Apply to the Headmaster, Gayts Hall School for 140 boys.
Burnham Scale 1, Government superannuation.
Applicants with names of referees.

NORTH DEVON
WEST BUCKLAND SCHOOL
(11-18 — 330 boys)
Required September 1977: TEACHER of MODERN LANGUAGES, FRENCH to teach FRENCH throughout the School, a secondary language and German would be an advantage.
Burnham Scale 2 plus Governors' allowance.
Apply with full curriculum vitae and the names and addresses of two referees.

PERTHSHIRE
BANNOCH SCHOOL
(Girls 3-18 — 275 boys)
Additional member of staff required September to teach MATHEMATICS and MUSIC. Ability to help in athletics.
Applicants should be able to take part in the life of country boarding school.
Apply with full curriculum vitae and two referees.

SUFFOLK
LEIGHTON SCHOOL
Ipswich, IP2 9QJ
(Recognised by the Department of Education and Science)
Required for September 1977, full-time ASSISTANT teacher of FRENCH to share the teaching of FRENCH and GERMAN to "A" level. Ability to help with games.
Apply with full curriculum vitae and names of referees to Headmistress.

WARWICKSHIRE
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick
(Direct Grant Independent Grammar School for Girls)
Required in September, 1977, GRADUATE to teach FRENCH to "A" level. Ability to share in the teaching of PHYSICAL EDUCATION throughout the school.
Applicants should be able to take part in the life of a country boarding school.
Apply with full curriculum vitae and names of two referees.

Pastoral

SHROPSHIRE
MORETON HALL
Weston Rhyn, Oswestry, Salop
SY10 7SJ
We are looking for someone with real interest in the welfare of young girls, who can show a sense of responsibility and capability in helping to run a girls' boarding in September, 1977. This is a post for a married lady of 240 boarders with a strong sense of community, who would be able to share in the pastoral, academic and social life of the Department. Residential accommodation for a family would be available if required.
Applications with full details and names of two referees, to be sent to the Headmistress.

OXFORD
HEADINGTON SCHOOL
(GIRLS)
Required in September, 1977, GRADUATE TEACHER for PHYSICAL EDUCATION, to share the teaching of non-games. Burnham Scale 2 post.
Applications, together with copies of testimonials, to be sent to the Headmistress, Headington School, Headington Hill, Oxford.

SOMERSET
ST. CHRISTOPHER'S
Bruton-on-Stour
Required for September 1977 GRADUATE to take DRAMA and ENGLISH to "O" level. Ability to help with games and swimming.
Applications with full details and names of two referees to the Headmaster.

WEST SUSSEX
ST. MICHAEL'S BURTON PARK
Petworth, Sussex
Independent Boarding School for girls, under the Wakefield Corporation.
Required in September, ending in February, GRADUATE to take full responsibility for school boys' activities, Burnham Scale 2, with Supervision of Sixth Form.
Apply with full details and names of two referees to the Headmaster.

SUFFOLK
LEIGHTON SCHOOL
Ipswich, IP2 9QJ
(Recognised by the Department of Education and Science)
Required in September, GRADUATE to take full responsibility for school boys' activities, Burnham Scale 2, with Supervision of Sixth Form.
Apply in writing to the Headmistress giving full curriculum vitae and names of two referees.

WORCESTERSHIRE
LAWNSIDE
Great Malvern
Required September, GRADUATE to teach FRENCH and GERMAN to "A" level. Ability to assist Senior Pastoral Responsibility. Apply in writing to the Headmistress giving full curriculum vitae and names of two referees.

Other Assistants

BRIXTON
BRIXTON COLLEGE
SECURITY ADVISER
Required for September, GRADUATE to share in the teaching of Science and other subjects. The successful applicant will have responsibility for the security maintenance and upkeep of the College and will be as well-equipped with other assets, degree is desirable but not essential, but classroom teaching.
A staff flat may be available.
Salary negotiable.
Please apply, with the names of two referees and your curriculum vitae to the Principal, Brixton College, Brixton Hill, London SW2 1RJ.

BRISTOL
REDLAND HIGH SCHOOL FOR GIRLS
(Direct Grant)
Redland Park, Bristol, BS6 7HT
Telephone 42796
Required September 1977, GRADUATE to teach GERMAN to "A" level and to share in teaching of Sixth Form.
Excellent facilities including new science block, swimming pool, playing fields, gymnastics, athletics, dance, fencing, tennis and badminton.
Please state your interests.
Salary on Burnham Scale according to qualifications and experience.
Apply with copies of testimonials and names of two referees to the

INDEPENDENT
Other Assistants
continued

KENT

[illegible] SCHOOL
Gillingham, Kent. Kingston
Required September 1977 qualified TEACHER to teach GENERAL SCIENCE, MATHS, and LITERATURE to 11-14 levels. An interest in games with ability to play the piano, and music, or ability to help with boys' dances would be a strong recommendation. Accommodation in return for limited boarding house duties.

KENT

DISHLAND CONVENT
Herne Bay, Kent. CT6 8LX
Recognized Independent Boarding and Day School (270 pupils). Required for September, 1977 ASSISTANT TEACHER to teach ENGLISH and GENERAL SCIENCE to 0-7 and 7-11 levels. An interest in Drama will be an asset. Preparation for GCE O and A Level in Physics is a requirement. Salary, thereafter Scale in accordance with age and experience. Apply in writing with curriculum vitae, and names of two referees to the Headmistress.

LINCOLNSHIRE

STAMFORD SCHOOL
STAMFORD, Lincs. PE9 1BA
Required for September, 1977, a full time TEACHER for MATHS to 16+ level S.M.P. and possibly some teaching in PE. Physics to 'O' level. Possibility of a graded post.
Apply in writing to the Headmaster, The Mount School, Milnsbridge, London Road, Stamford, Lincs., PE9 2RX, with names of two referees.

No Forms required.

MANCHESTER (near)

HINDSWATER SCHOOL
Grywood Hall, Worsley Road, Eccles.
Independent Grammar School for boys and girls with a Preparatory Department.
Recognized by the Department of Education and Science
Required for the Summer Term:—
SENIOR SCHOOL
Temporary TEACHER in GENERAL COMPETIC SCIENCE and GAMES.
Small classes, salary in accordance with Burnham Assistant Teachers' Scale.
Apply in letter giving full details of qualifications and references to the Headmaster at the School.

NORTH WALES

ST. DAVID'S COLLEGE
Llandudno
(Boarding 200 boys 12 to 18 years)
Required in September, 1977 Two members of staff (one of whom must be male), to cover the following needs:
(1) ASSISTOR PURSUITS (extra-curricular include hill walking, rock climbing, mountaineering, ski-training, orienteering, etc.)
(2) SCRIPTURE TEACHING to O level.
(3) DRAMA; and ENGLISH TEACHING to C.S.E.
Apply, with curriculum vitae of the school, whether applicant is in Holy Orders or not.
(4) Some residential duties and assistance.
Burnham Scales.
This small friendly school is inter-denominational and delightfully situated 15 miles north of Conwy, near the sea and mountains.
Apply the Headmaster (Telephone 1470) for application form.

OLOHAM

HILLTOP GRAMMAR SCHOOL FOR GIRLS
Direct Grant/Independent
Required in September, 1977, a SPECIALIST in ART, CRAFT and NON-TECHNICAL to teach girls aged 11-16 years. There is a separate wall bracket arts centre, a pottery room to teach some Physical Education to a junior class would be an advantage. Burnham Scale.
Apply in letter to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees.

STAFFORDSHIRE

BENEDICTINE COLLEGE
TRENTHAM (nr. NEWCASTLE)
Required for September 1977 (Mr. Blyth) a TEACHER of EDUCATION/DANCING, with mixed classes 11 to 16.
Salary as Genedicine scale including free accommodation.
Apply for particulars from and applications to the Headmaster, Benedicine College, Trentham, Staffs.

SUSSEX

BATTLE ABBEY SCHOOL
Sussex
Senior: Mathematics, Biology.
Junior: Geography, English.
Preference required for one full time and one part time. One post available for September 1977.
Applications to the Headmistress with curriculum vitae and at least two referees.

SUSSEX

SHOREHAM-BY-SEA
ST. MICHAEL'S GRAMMAR SCHOOL
Independent Boys' Day and Boarding School, 250 boys.
GRADUATES for September, 1977
(1) ART level BIOLOGY
(2) ART level PHYSICS
(3) ART level GENERAL SCIENCE
(4) Physics level GEOGRAPHY
(5) Graduate in Mathematics to help with games and other out of school activities. Possibility of residential accommodation for single person in return for boarding duties.
Applications, with curriculum vitae, full names, and addresses of two referees to the Headmaster (Reference Shoreham Grammar School, St. Julians Lane, Shoreham-by-Sea, Telephone Shoreham 592481.

WILTSHIRE

ST. MARY'S SCHOOL
Calne, Wiltshire
Required in September, 1977, expert and TEACHER (Graduate or Graduate) to be responsible for the development of the Junior School (8-11, Management).
Apply to the Headmistress, St. Mary's School, Calne, Wiltshire, with curriculum vitae and names of two referees.

P.T.O. Vacancies in good independent schools. Suitable applicants s.a.e. to Staff Dept., 152 Gloucester Mill Gardens, London, W.8.

TUTOR required full-time for attending Tutorial School in London from 25th April, 1977 to 1st July, 1977 (Groups of 2 to 3 boys; age range c. 10 to 13-plus. Mainly Mathematics, some English subjects). Accommodation provided—Apply in writing to the Principal, Dexter Tutorial School, Lyndhurst Road, Hampstead, London, N.W.3.

Preparatory Schools

Deputy Headships
Senior Masters/ Mistresses

NORTHAMPTON

NORTHAMPTON HIGH SCHOOL
Object Great girls' school, becoming independent.
Required for September, well qualified and experienced TEACHER to be responsible to the Headmistress for the work of the upper part of the Junior School (age span 8 to 11). Scale 3 post.
Apply with curriculum vitae and particulars of referees to the Headmistress, The High School, Derngate, Northampton NN1 1UN.

By Subject Classification

Classics

CAMBRIDGESHIRE

THE KING'S SCHOOL
Ely
Required for September, 1977, a CLASSICAL TEACHER to teach CLASSICS (Language Prefect) and GENERAL SUBJECTS to Junior School in Romanic Entrance and Public School Scholarship level.
Ability to assist with rugby or cricket a strong advantage.
Salary in accordance with the Burnham Scale and applications, giving the names of two referees to whom reference may be made, should be addressed to the Headmaster, from whom further details may be obtained.

KENT

MAIDSTONE HOUSE SCHOOL
Maidstone, ME16 8PY
Would you like to teach LATIN and some GREEK to boys aged 11 and Common Entrance levels from the beginning of the Summer Term? Teaching as a member of a fully staffed school.
I am looking for a person who could help among the boys who would be keen to take cross-country and have some outdoor responsibility. Salary will be commensurate with responsibilities undertaken.
Applications in writing please to the Headmaster.

Geography

SURREY

AMESBURY SCHOOL
Hindhead
Required for September, 1977, young but experienced assistant in school TEACHING to GCE level (MAPHILL to P.E.E.). C.S.E. level, and some Middle School ability. Should be able to help in charge of the Under-11 Soccer XI and in help with other games.
Single accommodation.
Apply with names and addresses of two referees, to the Headmaster.

Mathematics

Heads of Department

DORSET

PORT REGIS
HEAD of MATHEMATICS required for September 1977. Modern classroom, office, Married/Single accommodation.
Tutorship.
Scope for a young enthusiast skilled in sport or music.
144 acre estate.
Apply: Headmaster, Port Regis, Motcombe Park, Shaftesbury (0747 53561).

MIDDLESEX

ST. MARTIN'S SCHOOL
Northwood
(Boy Day boys: 50 boarders)
Required in September, 1977, experienced and well-qualified TEACHER as HEAD of MATHEMATICS DEPARTMENT to Senior School level, and some Middle School ability.
Accommodation available for bachelor or new house for married teacher.
Government superannuation, Burnham Scale
Apply to Headmaster with full details and names and addresses of two referees.

Other Assistants

MIDDLESEX

ST. MARTIN'S SCHOOL
Northwood
(Day boys: 50 boarders)
Required in April, 1977, a qualified TEACHER to teach MATHEMATICS to boys from nine years to GCE level. Usual supervisory duties and some help with games desirable.
Accommodation available for bachelor.
Abatement superannuation, Burnham Scale 1.
Apply to Headmaster with full details and names and addresses of two referees.

SURREY

AMESBURY SCHOOL
Hindhead
Young but experienced secondary school TEACHER required to commence in September, to take Junior Mathematics and to help with Junior English subjects.
Interest in and ability to coach games would be helpful. Strong accommodation.
Apply, with names and addresses of two referees, to the Headmaster.

ESSEX

[illegible] SCHOOL
Required in September, by mid-Sept. or previously, a TEACHER (Graduate) to teach French and German to 'O' level, and possibly a little German. Enthusiasm and adaptability to teach other subjects in the school. Experience of boarding would be an advantage but not essential. Salary according to Burnham Scale, Government superannuation. Apply in writing, giving full details of age, qualifications, teaching experience, etc., to the Headmaster.

FIFE

CHARTERHOUSE SCHOOL (I.A.P.S.)
Torryburn, Fife KY12 8UL
Tel.: Newmills (0383)
Required in September, young, experienced, qualified TEACHER of ENGLISH to teach to C.S.E. and O.L. standards. Boarding experience desirable. Interest in Drama, Scouting, Rocks, and adventurous School provides wide range of different activities.
Scottish Scales and State superannuation.
Apply, with full curriculum vitae and names of two referees, to the Headmaster.

LONDON S.W.14.

Required for September 1977 by A.P.S. day school fully qualified TEACHER of FRENCH to teach to 'O' level. Ability to assist with GAMES essential.
Salary after a probationary period in accordance with Burnham Scale to the right candidate. London Allowance and Government Superannuation.
Apply in writing with full career details to Headmaster, Tower House School, 188 Sheen Lane SW14 8LF.

MIDDLESEX

Required in September, 1977, a TEACHER of FRENCH, audio-visual course with drill and play-acting aids, sharing traditional course in Latin. Ability to assist in Hall with extra curricular activities.
Burnham Scale, children educated free. Some accommodation available.
Apply with full curriculum vitae, names and telephone numbers of two referees, to the Headmaster, Orley Farm School, South Hill Avenue, Harrow, Middlesex.

OXFORD

CHRIST CHURCH CATHEDRAL SCHOOL
Required TEACHER with some experience and preferably a graduate, resulting in September, 1977, in TEACHING of FRENCH to 11-14 and Latin to 'O' level. Ability to help with rugby, cricket and athletics desirable. Single accommodation available. Burnham Scale 1 and superannuation.
Applications with names of two referees to the Headmaster, Grover Street, Oxford OX1 1JW.

Physical Education

HAMPSHIRE

HOUGHTON PARK
Wickham
Preparatory School for CoD girls (Day 4 to 13 years). Boarding for Day
Required for September, 1977, qualified resident TEACHER in charge of PHYSICAL EDUCATION, including lacrosse, netball, rounders, tramolining and swimming. Burnham Scale (Scale 1). Government superannuation.
Apply, with full particulars and names of two referees to the Headmistress.

LONDON, N.21

KEBLE PREPARATORY SCHOOL
Wades Hill
L.A.P.S. day school of 230 boys
TEACHER (Graduate) CHURCH SCHOOL. Salary London Burnham Scale. Government Superannuation.
Applications including curriculum vitae and two references to Headmaster.

Science

Heads of Department

DORSET

PORT REGIS
(170 children: seven to 14)
(L.A.P.S.)
HEAD of SCIENCE required September 1977 (or earlier). Modern classroom, married/single accommodation.
Ordinary enthusiast preferred with physics/chemistry.
Fine salary offered.
Apportunity to join young, talented staff.
Apply Headmaster, Port Regis, Motcombe Park, Shaftesbury (0747 53561).

Other Assistants

BEDFORD

RUSHMOR SCHOOL
1216 Day Boys, 35 Boarders)
Required for September, 1977, TEACHER for Northern Physics (CHEMISTRY / MATHEMATICS to Common Entrance level. Some 'O' level teaching a possibility.
Free board and lodging available for bachelor, in return for some boarding house duties. Salary Burnham Scale 1 and Government superannuation.
Apply with details of qualifications and experience, naming two referees, to the Headmaster, Bedford Modern School, Bedford.

CAMBRIDGESHIRE

KING'S COLLEGE SCHOOL
Cambridge
Required in September, a qualified TEACHER of Science, preferably to teach Biology throughout the school (age range 4 to 13) and possibly to be in charge of Junior Boarders.
On Burnham scale, government superannuation.
Apply, in writing, to Headmaster, King's College School, West Road, Cambridge CB3 9DN.

SUSSEX

GLENGORSE AND HYDNEYS
Hailsham, Sussex
Telephone: 3030
CHEMISTRY and BIOLOGY TEACHER required for September, 1977, to take charge of new Nature Reserve. Considerable preparatory school experience. Burnham Scale, Government Superannuation Scheme. Resident or non-resident.
Apply Headmaster.

Other than by Subject Classification

Heads of Department

SUFFOLK

CHULMLEIGH SCHOOL
Bury St. Edmunds.
Headship (Boys)
Prep. Dept. 250 boys and girls 8 to 13. Boarding and day.
Required September a HEAD of Preparatory Department. Headship work of this department for about 60 pupils, in close liaison with the Headmaster and the Headmistress of the Senior Houses.
For full details write to the Headmaster's Secretary, Chulmleigh School, Claford, Bury St. Edmunds, Suffolk, including stamped addressed envelope.

Other Assistants

AVON COUNTY

COLSTON'S PREPARATORY SCHOOL
Stapleton, Bristol
Required September, 1977, a lively and enthusiastic TEACHER for work throughout the school, including GENERAL SCIENCE and ENGLISH. Assistance with games and scouting helpful. Burnham Salary Minimum. Applications, giving full details of age, qualifications, experience, etc., to the Headmaster.

AVON COUNTY

YORKSTON MANOR
New Milton
(L.A.P.S. day preparatory school for boys and girls up to 13 years)
Required in September, for children aged four to eight years, a TEACHER with Nursery experience. Good qualifications, experience, and a pleasant personality are required to take charge of this age group. Music and games helpful. Modest salary based on Burnham, plus accommodation and other advantages.
Apply in writing in the Headmaster with full details and names of two referees.

BATH

BATH SCHOOL
Required for September, 1977: a qualified TEACHER to take small reception class of five-year-olds in Preparatory School for boys. Ability to help with games. Burnham Scale 1 and contributory pension scheme.
Apply with curriculum vitae, names and telephone number of two referees to the Headmaster, Bath School, Bath, Avon BA1 4AG. Telephone Bath 20117.

EALING

Experienced TEACHER required for Nursery class, age 4+ years, at long established boys' Preparatory School. Commence September, 1977.
Write giving full details of teaching experience and qualifications to Headmaster, Ealing Preparatory School, 2 Haslemere Avenue, Ealing, London, W.13.

GLASGOW

LUBAVITCH FOUNDATION
Glasgow College of Orias, Giffnock, Glasgow, G46 6JP
Tel. 041-638 6181
Small independent Infant's School (aged 3-7) seeking to open a Junior section a conscientious and qualified TEACHER (Orthodox/full-time Jewish).
Capacity of responsibility and future duties. Would consider interesting part-time/full-time teaching, or supervision.
Person is required to possess the ability and wisdom to return in August, 1977.
Apply in writing, with curriculum vitae and nominal two referees to The Principal, Lubavitch Junior School, 12 St. Kilda Drive, Giffnock, Black Hilderney (041-638 6181).

HAMPSHIRE

FAIRHILL HOUSE
Southsea
Required MARCH and APRIL and required September for ENGLISH to 'O' level, and for GENERAL ASSISTANT, preferably married, to help with games, DANCING, DRAMA, etc. Single preferred. Bachelor accommodation available.
Apply in M. J. Needham (Joint Headmaster), Fairhill House, Southsea, Hampshire.

KENT

Benedictine Preparatory School required Roman Catholic TEACHER in Sciences, Games, Scouting, and DRAMA. Resident (single person only) preferred.
Apply Headmaster, Abbey School, Westgate, Kent.

KENT

THE JUNIOR SCHOOL
St. Lawrence Sixth Form College
Ramsgate
(L.A.P.S. 100 boarders, 100 day boys)
September 1977
Applications are invited for the resident post of RESIDENT MATRON TUTOR: subjects are open, preferably to preference to first-class English enthusiast. Should first responsibility lies with seeking music or literature. Ability desirable; pleasant personality essential.
Pre-Preparatory TEACHER for 4 and 7-year-olds in new department; preferably one who has been responsible post previously but essential in person well-qualified and experienced.
Salary in accordance with D.E.S. Burnham Scale.
Details, prospectus and form of application from Headmaster.

KENT

Young ASSISTANT MASTER wanted in September for MODERN LANGUAGES and GENERAL SUBJECTS, also games especially soccer.
Apply Headmaster, Junior King's School, Canterbury.

LONDON, N.W.3

LYNDHURST HOUSE SCHOOL
Hampstead
(L.A.P.S.)
Experienced TEACHER required for September, 1977, to take small class of four-year old girls. This is a day school for girls up to Sixth Form. Salary on Salaries Scale, Burnham Supplementary Scale, Government Superannuation.
Apply in writing to the Headmaster, 24 Lyndhurst Gardens, N.W.3.

LONDON, N.19

UNIVERSITY COLLEGE SCHOOL
Junior Department, 11 Holly Hill, Hampstead
Applications are invited for the following two teaching appointments, to take effect from September, 1977:
(1) Junior Department, Junior Form, to take charge of a class throughout the school (ages 7 to 11).
(2) GENERAL TEACHER for Junior Department, to teach Mathematics.
The school has its own salary scale, beginning at £2,475 per annum (current scale).
Apply in the first instance, in writing, to the Headmaster, naming two referees.

LONDON S.E.9.

GIDDAM COLLEGE JUNIOR
(Boys—Day—7-11)
PE and GAMES SPECIALIST required in September to teach also one main subject, preferably English or Mathematics. Burnham Scale, London addition. Non-resident.
Letter with curriculum vitae and names of two referees to Headmaster, Giddam College, London, SE9 4QP, by April 1st.

LONDON, SW1

TEACHER required in September to teach GENERAL MANUAL BUILDING largely 9 to 11 age group.
Apply in writing to the Headmaster, Sussex House School, 10 Lyndhurst Square, London SE15 5NW. Preferably with particulars of qualifications and experience.

NORTHAMPTON

GREAT HORLSTON
PREPARATORY SCHOOL
(L.A.P.S.)
Young qualified TEACHER required for September 1977 to teach ENGLISH, GEOGRAPHY, and History and History substitute required.
Salary according to Burnham recommendation, plus government superannuation. Accommodation may be available.
Please write, with names of referees to the Headmaster.

SOUTH HUMBERSIDE

ST. JAMES' SCHOOL
Grimsby
The High School of Great Grimsby
Partial Boarding
Required for September:
ASSISTANT TEACHER for 6 and 7 year olds. Preferably with Nursery School. Scale 1 Burnham salary.
Full details, write to the Headmaster at the Schools, 44 Harrow, Grimsby DN32 0SY.

SURREY

CLIFTONFLEET SCHOOL
Required in September, 1977: a qualified Junior Form TEACHER to teach the reception class of eight-year-olds. Resident or non-resident. Accommodation available for single person. Duties with games or other out of school activities expected.
Application particulars giving qualifications, experience and references to the Headmaster, Cliftonfleet School, Cobham, Surrey.

SURREY

September 1977
Experienced qualified TEACHER required in September, 1977, to take a class of five-year-olds in a small reception class of three years old in Preparatory School for girls. Ability to help with games. Burnham Scale 1 and contributory pension scheme.
Apply with curriculum vitae, names and telephone number of two referees to the Headmaster, Hawtreys, Westbury Avenue, Putney, London, S.W.15.

WILTSHIRE

BAINTNEY'S SCHOOL
Trust Lavington, Devizes
Required in September, 1977 (using independent boy) qualified TEACHER to teach in Middle School (Junior Section) to the neighbouring 11 to 14 Lavington Comprehensive School.
Co-educational on from last September.
Required for September, 1977: Qualified TEACHER to teach Mathematics to pupils 11 plus and 13 plus. Ability to help with games an added recommendation.
Also required: embryonic residential internship in girls 11 to 13.
Salary Scale 1 plus free board and lodging.
Curriculum vitae and the names of two referees to the Headmaster from whom further details may be obtained.

HAMPSHIRE

Preparatory School
Required in September, Teacher for Junior Mathematics with other Senior Latin. Ability to Junior Mathematics and Junior Latin. Salary Scale Standard, Burnham Scale (plus and Government Superannuation. The latter appointment may be made available for Summer Term. Ability to coach games an advantage but not essential.—Write Box 1,[illegible]
Telephone 01-[illegible]

MONTESSORI Further required for April in N. Devon. Must be experienced. Apply Box 1,[illegible] The Times, W.C.1.

Colleges of Further Education

Directors and Principals

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
LEEDS COLLEGE OF BUILDING
North Street, Leeds LS2 7QT
Telephone: 30766
Principal: I. Hare, F.I.O.B.

VICE PRINCIPAL (Group 5)

Applications are invited for the post of vice-principal in the Leeds College of Building. The salary paid will be £7,839 per annum. Experience of administration and teaching of domestic level in building is desirable. Occupational qualifications in Office and Drawing required.
Please write or telephone for full details not later than one week after the appearance of this advertisement to the Head of General Studies, Mr. Brian Hodgson, Telephone 30766.
Application forms (together with further details) are available from the undersigned, to whom they should be returned by Friday, April 1, 1977.

H. B. Johnson, Director of Education, Department of Education, Broadcasting Place, George Street, Leeds LS1 3AE.

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
MONTGOMERY COLLEGE OF FURTHER EDUCATION
Newtown
Telephone: 27300
VICE-PRINCIPAL
(Group IV)

Applications are invited from persons with appropriate experience for the post of Vice-Principal in this College to take charge of the work of the College in the absence of the Principal. Salary £7,839 per annum.
Application forms and further particulars may be obtained from the undersigned, to whom they should be returned within 14 days of the appearance of this advertisement.

Heads of Department

HERTFORDSHIRE
COUNTY COUNCIL
HERTFORDSHIRE COLLEGE OF BUILDING
St. Peter's Road, St. Albans
Hertfordshire, AL1 3RX
Telephone: St. Albans 54373

Required from 1st September 1977 HEAD of DEPARTMENT (Grade IV).

The post entails responsibility for a wide range of professional, management and technical subjects in Architecture, Building, Land Surveying, Quantity Surveying, Building Technology, Plumbing, Heating and Ventilating.
Candidates must have a professional qualification in one of the construction professions with appropriate academic qualifications and industrial and teaching experience.
Application forms, returnable by Friday, April 1st, and further details may be obtained from the Principal.

Colleges of Further Education

Other Appointments

BARKING

Barking Borough of
BARKING COLLEGE OF TECHNOLOGY
LECTURER IN ENGINEERING
LECTURER IN DANCE AND DRAMA
Applications should be made on application forms, obtainable from the Principal, Barking College of Technology, Cambridge Road, Barking, Essex, by the 30th April, to teach modern educational dance and drama to full time Performing Arts Students and subsidiary dance to Survey Nursing students.
At least two hours per week teaching is offered. Teaching ability desirable; relevant qualifications and experience in dance and drama required.
Please write or telephone for full details not later than one week after the appearance of this advertisement to the Head of General Studies, Mr. Brian Hodgson, Telephone 30766.
Application forms (together with further details) are available from the undersigned, to whom they should be returned within 14 days of this advertisement.

BERKSHIRE

Berks County of
READING COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUILDING AND CONSTRUCTION
Applications are invited for the post of LECTURER in MATHEMATICS to teach Building Craft students.
Applications should be addressed to the Principal, Reading College of Technology, Kings Road, Reading, Berks.

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION
LECTURER IN MATHEMATICS AND COMPUTER SCIENCE
Applications are invited for the post of LECTURER in MATHEMATICS and COMPUTER SCIENCE commencing on 1st September, 1977.
Applicants should be graduates with a good honours degree and teaching experience.
Salary Scale: £2,931 to £3,939 including Inner London Allowance.
Berkshire has a scheme for assisting with removal expenses.
Further information and application forms may be obtained from the Principal, Langley College of Further Education, Langley, Slough, Berks. Slough SL3 8BY (stamped addressed envelope, please).
Closing date for applications is 31 March, 1977.

BERKSHIRE

READING COLLEGE OF TECHNOLOGY
DEPARTMENT OF SCIENCE, MATHEMATICS and COMPUTING
Applications are invited for the post of LECTURER (Grade 1) in Mathematics and Computer Studies. The work will be mainly at H.N.C. and H.N.D. level but courses in the department include H.N.C.
Further particulars and application forms (returnable within 14 days of the appearance of this advertisement) may be obtained from the Registrar, Reading College of Technology, King's Road, Reading RG1 3HQ.

BERKSHIRE

READING COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUSINESS AND MANAGEMENT
Applications are invited for the post of LECTURER (Grade 1) in Business Studies, preferably with a degree in Business Studies and experience in teaching Business Studies to students at H.N.D. level.
Applications should be addressed to the Head of Department, Mr. Ken Ellis, Reading College of Technology, Kings Road, Reading RG1 3HQ.

CHESHIRE

SOUTH CHESHIRE COLLEGE
LECTURER I, PRODUCTION STUDIES
£2,469 to £4,377 (plus £312).
Ref. 2/2/2/1/1/1

COLLEGES OF FURTHER EDUCATION
continued

LONDON

INNER LONDON EDUCATION AUTHORITY

WESTMINSTER COLLEGE
Vincent Square, SW1P 2NU

STUDENT SERVICES OFFICER

Salary: £5,301 to £6,792 inclusive of London Weighting and supplementary allowance.

Applicants should have appropriate qualifications and experience. Duty includes assistance to students with health, financial and other problems.

Application forms and details from the Education Officer, ILEA, County Hall, Spur A, Second Floor, County Hall, London SE1 7PB.

Please enclose stamped-addressed foolscap envelope for reply.

Closing date: to be returned by 1st April, 1977.

MIDDLESEX

HARROW COLLEGE OF TECHNOLOGY AND ART
FACULTY OF SCIENCE AND ENGINEERING
LECTURER II (Grade D in MECHANICAL ENGINEERING CRAFT STUDIES)
required as soon as possible to teach craft studies in a workshop environment as the duty and relate craft studies to theory and practice.

Experience in machining, tool making or maintenance would be an advantage.

A degree in engineering qualification is desirable but not essential.

Salary scale: £3,477 plus London Allowance (£402).

Application form and further details from the Principal, Harrow College of Technology and Art, Northwick Park, Harrow, Middlesex. Tel. 01-863 5412. Closing date: 1st April 1977.

MIDDLESEX

HARROW COLLEGE OF TECHNOLOGY AND ART
FACULTY OF SOCIAL SCIENCES
LECTURER II (Grade D)
to teach Low up to Final Professional Level Candidates preferably with some teaching experience, should hold appropriate academic/professional qualifications.

Salary scale: £3,169 to £3,377 and London allowance of £402.

Application form and further details from the Principal, Harrow College of Technology and Art, Northwick Park, Harrow, Middlesex. Tel. 01-863 5412.

Closing date: 1st April 1977.

NEWHAM

NEWHAM COLLEGE
Romford Road, E15 4LZ
Principal: Mr. W. G. Williams, B.Sc.(Econ.), M.Sc.(Econ.), Dip.Ed.

Required as soon as possible:

LECTURER I to teach INDUSTRIAL RELATIONS and related subjects to those involved on courses organised in conjunction with the T.U.C. Education Department. Candidates must have good commercial or industrial experience and knowledge of Trades Unions in addition to suitable academic qualifications.

Salary Scale: £2,781 to £4,609 plus £402 London Allowance.

Further particulars and application forms may be obtained from the Principal, West Ham College, Romford Road, E15 4LZ. Telephone 01-534 1323.

OXFORDSHIRE
COUNTY COUNCIL

OXFORD COLLEGE OF FURTHER EDUCATION
Headington, Oxford, OX3 7BA

Department of Food, Fashion, Health & Social Services

Required as soon as possible:

LECTURER GRADE II to ACCOMMODATION SERVICES to co-ordinate HOME ECONOMICS and HOUSEKEEPING SERVICES for full-time students taking O.N.C. as listed and courses in Overseas, C.F.L., 706 and N.O.F.L. Certificate in Housekeeping and Catering. Candidates should be suitably qualified and have had relevant teaching and accommodation/housekeeping experience.

Salary Scale: £3,091 to £3,504 per annum.

Application forms and further details (stamped addressed envelope please) from the College Principal.

ROCKDALE

TECHNICAL COLLEGE
Required from 1st September, 1977:

GENERAL LECTURER in OFFICE SKILLS

and two posts LECTURER I in OFFICE SKILLS

Salary Scale: £2,031-£3,005 (plus Area C.L. £2,469-£3,377 (£2,436-£3,336).

Further particulars and application form may be obtained from The Principal, Rochdale Technical College, St. Mary's Gate, Rochdale, on receipt of a stamped addressed foolscap envelope. Closing date Friday, 1st April, 1977. Canvassing will disqualify.

SALFORD

COLLEGE OF TECHNOLOGY
Frederick Road, Salford, M6 6SU
Phone: 061-736 6541

DEPARTMENT OF BUILDING AND ENVIRONMENTAL STUDIES
(School of Architectural Building Studies)

Applications are invited for:

LECTURER GRADE II in BUILDING SCIENCE

Applicants should be corporate members of an appropriate professional institution or hold relevant academic qualification.

Salary on the Burnham Technical Scale, currently £2,376 to £5,025 plus £402 per annum additional payment.

Further particulars and forms of application may be obtained from the Principal.

SEFTON

HUGH BAIRD COLLEGE OF FURTHER EDUCATION
To commence 1st October, 1977:
SENIOR LECTURER in BUSINESS STUDIES
Specialist responsibility in field of Business Studies for Secretarial Section of Department.
LECTURER Grade II, PHYSICAL EDUCATION mainly involved with classes of female students.
Application forms, further particulars (stamped addressed envelope, please) from: Principal, Hugh Baird College of Further Education, Bootle Road, Bootle, Merseyside, L20 1AN, to be returned by 15th April, 1977.

SHROPSHIRE

WALKER TECHNICAL COLLEGE, Heritage Road, Wellington, Telford
Applications are invited for the following posts:
LECTURER II, Grade D, for ACCOUNTANCY. Good academic qualifications and experience involving computer work essential.
Previous teaching experience also desirable.
LECTURER II, Grade D, for AUDIO VISUAL/INFO to be responsible for the organisation and development of audio visual aids in the department.
Ability to offer shorthand and other related subjects an advantage.
Salary Scale (Lecturer Grade 2): £2,919 plus £402 supplement.
Applications giving full details of qualifications, experience and the names of two referees should be addressed to the Principal upon receipt of a stamped addressed envelope.

SURREY

SURREY COUNCIL
REIGATE TECHNICAL COLLEGE
TWO LECTURERS in BUSINESS in the DEPARTMENT of BUSINESS and COMMERCIAL STUDIES
A LECTURER in BANKING who can offer at least two from Accounting Law and Economics
A LECTURER in BANKING who can also plan to teach FRENCH and GERMAN
It is hoped that the successful candidate will be required to teach courses up to HND/DMS and the HSC secretarial diploma levels.
Apply in writing for further details and application form, enclosing a stamped and addressed foolscap envelope, to the Staff Appointments Officer to whom completed application forms should be returned within fourteen days.

TRAFFORD

Metropolitan Borough of TRAFFORD
SOUTH TRAFFORD COLLEGE OF FURTHER EDUCATION
Manchester Road, Sale
West Timperley
Altrincham WA14 5PQ

Applications are invited for the following post:

LECTURER II CO-ORDINATOR in HIGH DEAF LIBRARY AND NOVITIATE WORK

throughout the College with effect from September, 1977.

Salary: £2,781 to £3,207 plus £160 London Weighting plus individual teaching supplement in accordance with the Government's Incomes Policy.

Further particulars and application form available from the Registrar at the above address, to be returned within two weeks of this advertisement appearing.

WILTSHIRE

CHIPPENHAM TECHNICAL COLLEGE
Required for September, 1977:

DEPARTMENT OF BUSINESS STUDIES

(1) LECTURER, Grade I, to teach OFFICE PRACTICE and ECONOMICS.

Ability to teach Shorthand and Typewriting would be an advantage.

DEPARTMENT OF HOMECRAFTS, ARTS AND EXTRA-MURAL STUDIES

(2) LECTURER, Grade II in FASHION and TAILORING to share the teaching of Clothing and Textiles in Home Economics.

(3) LECTURER, Grade II in NURSING and MIDWIFERY, AUXILIARY WORK, HEALTH EDUCATION and SAFETY.

Further details and application forms from Mrs. Clark in the Principal's Office, Chippenham Technical College, Cocklebury Road, Chippenham, Wilts. SN15 3QR, telephone Chippenham 56501, ext. 37.

Colleges and Departments of Art

KENT

COUNTY COUNCIL

EDUCATION COMMITTEE

CANTERBURY COLLEGE OF ART

SCHOOL OF FINE AND LECTURER Grade II in PAINTING

A vacancy occurs for a Lecturer Grade II in Painting. This is a temporary full-time appointment for one year, from 1st September, 1977, the extension of a further year is possible. Salary on Burnham Scale Lecturer II.

Please write, enclosing stamped, addressed envelope for application form and details to the Principal, Canterbury College of Art, New Dover Road, Canterbury, Kent CT1 3AN, to be returned by 1st April, 1977.

LONDON

INNER LONDON EDUCATION AUTHORITY

CENTRAL SCHOOL OF ART AND DESIGN
Southampton Row, London WC1B 4AP

DEPARTMENT OF FINE ART

TECHNICIAN IN PRINTMAKING

TECHNICAL ASSISTANT required as soon as possible for Printmaking section of Fine Art Department. Applicants must be experienced in photo-sensitive printing, a knowledge of lithography. This Printmaking and photo mechanical work would be an advantage.

Grade: 5.

Applicants should have at least H.N.C., H.N.D. or advanced City and Guilds or equivalent qualifications and at least two years' experience (including training period).

Salary: £2,781 to £3,207 plus £160 London Weighting plus individual teaching supplement in accordance with the Government's Incomes Policy.

Further particulars and application form available from the Registrar at the above address, to be returned within two weeks of this advertisement appearing.

Polytechnics

EAST SUSSEX

BRIGHTON POLYTECHNIC
DEPARTMENT OF COMMUNICATION AND EUROPEAN STUDIES
SENIOR LECTURER in LANGUAGE as a FOREIGN LANGUAGE required to develop all aspects of English language teaching for overseas students.

Applicants must be GRADUATES with post-graduate qualifications in TEFL and experience in ELT teaching, course planning, administration.

Salary: £6,343 to £6,729.

Further details and application forms are obtainable from the Personnel Officer, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4AT. Tel. 0273 696580. Closing date 1st April.

LONDON

CHELSEA COLLEGE
UNIVERSITY OF LONDON
CENTRE FOR SCIENCE EDUCATION

Applications are invited for a post of LECTURER in CHEMISTRY (Ref. 77/CE/1) from 1st September, 1977. The post is available for one year in the first instance, but further one or two years would be considered. It is hoped that secondment could be arranged with salary refund.

Applicants should have post graduate experience of teaching Chemistry at secondary school level. A knowledge of modern curriculum developments in Chemistry and experience, the person appointed will be primarily in the teaching of the Diploma Certificate in Science Education (Teaching) course, which is concerned with introducing new teaching practice innovations, but will be expected to contribute to other undergraduate courses in Science Education.

Salary scale is in the range £3,337 to £6,585 per annum plus £402 London allowance.

Further details and application form from the Personnel Officer, Chelsea College, Manresa Road, London SW3 6LX.

Closing date for receipt of applications 4th April 1977.

MANCHESTER

THE UNIVERSITY

TEMPORARY LECTURER IN EDUCATION (BIOLOGY)

Applications are invited for this two-year post, specialising in the teaching of biology in schools, from September 1977.

Applicants should have an appropriate degree, good academic qualifications, good school experience and preferably a higher degree or advanced diploma in education.

Salary: £2,781 to £3,207 per annum.

Particulars and application forms (return by April 1) from the Registrar, Manchester University, Manchester M13 9PL. Quote ref. 30/77/EDB.

NIGERIA

NAVEHO UNIVERSITY COLLEGE

Applications are invited in the following subjects:

(a) PROFESSOR (three posts) in the following specialisations: (i) CURRICULUM CONSTRUCTION (ii) MATHEMATICS EDUCATION (iii) SOCIAL SCIENCE EDUCATION (iv) SPECIAL EDUCATION.

Preference will be given to candidates with a Ph.D. in Teaching, supervising and the ability to supervise postgraduate research programmes.

(b) SENIOR LECTURER in the following specialisations: (i) SOCIAL EDUCATION (ii) ADULT EDUCATION (iii) GUIDANCE AND COUNSELLING (iv) CURRICULUM (v) EDUCATION MANAGEMENT (vi) CURRICULUM DEVELOPMENT (vii) PHILOSOPHY OF EDUCATION (viii) EDUCATIONAL TECHNOLOGY.

Preference will be given to candidates with a Ph.D. and not less than five years' teaching, research or professional experience and the ability to supervise and develop research activity.

Salary Scale: Professor N11,088 to N12,480 per annum (£9,630 to £10,616 per annum approx.) Senior Lecturer N7,704 to N8,916 per annum (£6,610 to £7,582 per annum approx.) (£1 sterling equals N1.17).

There may be supplementary salary in the range N756 to N1,080 per annum depending on housing for single appointees and N1,224-N1,704 per annum (according to married status) for married appointees. Single appointees may be eligible for superannuation (usually free of tax) and provident fund. Children's allowances and holiday visit allowances and holiday passage facilities. Family passage, superannuation scheme; blocked private leave.

Detailed applications (two copies) including curriculum vitae and naming three referees, should be sent by airmail, not later than 15 April, 1977, to the Secretary General, Naveho University College, Kano, Nigeria. Applicants resident in the United Kingdom should also send one copy to Inter-University Council, 29/31 Tottenham Court Road, London W1P 0DT. Further particulars may be obtained from either address.

THE OPEN UNIVERSITY

MATHEMATICS EDUCATION

TWO-YEAR SECONDMENT TO THE FACULTY OF MATHEMATICS

Applications are invited for a two-year secondment to the Faculty of Mathematics of the Open University to assist with the writing of courses in Mathematics Education.

Applicants should have had experience of teacher training and the teaching at a suitable level, which is relevant to specificity materials and multimedia mathematics concepts.

The appropriate salaries of successful applicants should be within the range £5,337 to £6,585 (exceptionally £6,843 to £7,584).

Further particulars and application forms are available from the Personnel Officer, Walton Hall, Milton Keynes, MK7 6AA, telephone Milton Keynes 74066, quoting reference 2/2/2. Closing date for applications: 6th April, 1977.

THE OPEN UNIVERSITY

POST-EXPERIENCE TOURISM UNIT

DIPLOMA IN TOURISM 1977/78
LECTURESHIP

Applications are invited for the post of TEMPORARY LECTURER I. A well-qualified graduate in Tourism, Leisure Lecturer, or Leisure Studies Adviser. With a contribution to make in Tourism Studies, Leisure is required to participate in the development and development of the course. Previous experience in teaching and a background in psychology is desirable. Salary on the scale for the existing teaching Department course.

would be an advantage. The post is available immediately. Arrangements for short-term cover may be made.

Salary: £5,337 to £6,585 per annum.

Application forms and further particulars are available from the Personnel Officer, Walton Hall, Milton Keynes, MK7 6AA, telephone Milton Keynes 74066, quoting reference 2/2/2. Closing date: 4th April, 1977, applications.

OPEN UNIVERSITY

LECTURESHIPS IN FACULTY OF TECHNOLOGY

Two tenured posts have been established within the Faculty of Technology in the following areas:

(1) ENGINEERING AND MANUFACTURING SYSTEMS

(2) MATERIALS INCLUDING MECHANICS OF MATERIALS

The Faculty plans complementary lectureships and tutorial courses and is therefore looking for applicants who can contribute to the Faculty's course plans. Preference will be given to the more new disciplines, but consideration will be given to the Faculty's course plans for some of those who have a good knowledge of engineering subjects and can contribute to the Faculty's course plans.

Teaching, research and other experience, including relevant qualifications, should be sent with the written application. Further information, application forms and further particulars, including a brief outline of the Faculty's course plans, can be obtained by quoting the appropriate reference from the Personnel Manager (Ref. 1/2/2), Walton Hall, Milton Keynes MK7 6AA or telephone Milton Keynes 74066 (24 hour answering service).

Closing date for receipt of applications: 4th April 1977.

Why not place an order with your newsagent and ensure you get the TES first?

The Times Educational Supplement

UNIVERSITAT BIELEFELD

Sprachenzentrum

Required from October 1, 1977 for a period of two years (or possibly tour)

A Lektor for English

(Native Speaker) (BAT 11a)

Candidates will be expected to teach courses for future teachers of English and service courses (ESP and non-specialist) for a wider audience. They will also be expected to contribute to extra-curricular activities in the Department. Preference will be given to candidates who can offer an additional subject relevant to the study of English (e.g., British or American history, psychology, etc.).

Qualifications. A University Hons./Master's Degree, E.F.L. postgraduate qualifications, relevant teaching experience, a working knowledge of German. Applications (in photocopies) should be sent to Der Gaschäftsführende Direktor, Sprachenzentrum, Universität Bielefeld, 48 Bielefeld 1, Federal Republic of Germany, by 28 days after the appearance of this advertisement and should be accompanied by a lepad command in English (maximum five minutes) on a specific language teaching problem, e.g., the teaching of vocabulary. Landeskunde, language laboratory materials

RICHMOND COLLEGE LONDON

The Governors invite applications for the following posts in this rapidly developing independent university college, which is licensed to award ion A.A. degree by the Board of Higher Education in Washington, D.C., and has a multicultural student body of 700

HEAD OF FACULTY OF ENGLISH AND HUMANITIES

SALARY SCALE, £5,500-£6,000

This is a key post offering scope for the development of courses in the Humanities. Duties include teaching 12 hours of English Literature courses per week, counselling students and supervising a large visiting staff. Candidates should have a Ph.D. and/or good first degree and have experience of degree level teaching and course planning.

HEAD OF FACULTY OF BUSINESS, MATHEMATICS AND SCIENCE

SALARY SCALE, £5,500-£6,000

Business Studies, Mathematics and Science form an expanding part of the work of the College. The post requires the teaching of 12 hours of Business Studies courses per week plus counselling students and supervision of the full-time and visiting faculty. Candidates must have a good degree in business studies and have experience of degree level teaching, preferably using the case method, and course planning.

TUTOR IN MATHEMATICS

SALARY SCALE, £3,500-£4,000

The tutor in Mathematics teaches 16 hours per week initially at the B.E. 'A' level standard including calculus. Candidates must have a good degree and teaching qualifications together with relevant teaching experience.

TUTOR IN ENGLISH

SALARY SCALE £3,500-£4,000

The tutor in English teaches 16 hours per week of remedial English language courses, mainly written English to foreign students. Candidates must have a good degree and teaching qualifications together with relevant teaching experience.

Candidates should apply by April 1 in writing enclosing the names of two referees to the Principal, Richmond College, Queen's Road, Richmond, Surrey TW10 6JP.

MINISTRY OF DEFENCE

ARMY DEPARTMENT

ARMY APPRENTICES' COLLEGE CHEPSTOW

LECTURERS
Grade 1 (Two posts)

1. One post for 6 May, 1977
To teach craft apprentices following City and Guilds Craft Certificate and Construction Technicians courses.
   a. Carpentry and Joinery (585), Bricklaying (588), Painting and Decorating (594), Plumbing and Pipefitting (596) and Construction Technicians Syllabus Part 1 (626).
   b. Mathematics to GCE 'O' level.
   c. Communication Skills.
2. One post for 1 September, 1977
To teach
   a. English/Communication Skills to 'O' level standard.
   b. Liberal Studies.
   c. Mathematics to GCE 'O' level.

For both posts university degree or equivalent required: teaching experience essential: teaching qualification desirable: military experience advantageous.

Burnham FE salary sales plus £582 for slightly longer year and £879 for 15 hours extra duties.

Both posts open to men and women.

Further information and application forms from:

Institute of Army Education (YE),
Court Road, Eltham, London SE9 5NR.

Closing date for both posts 1 April 1977.

UNIVERSITIKS
Appointments continued

UNITED STATES

Section of the ASSISTANT PHYSICIAN (Ref. 1/2/2) is to be established in the School of Education. The post is expected to be filled by a clinical psychologist who will be responsible for the development of the clinical services of the School, advising on the development of educational skills, and on innovation. It is anticipated that the successful applicant will be a member of the Department of Psychology and will be involved in research in language or mathematics or in the other areas of the School with experience of work on innovation.

The appointment will commence between 1st June and September 1st, 1977 and the salary will be within the range £5,337 to £6,585 per annum.

Applicants should send a curriculum vitae, qualifications, full current salary, if applicable, three letters of recommendation, and copies of unpublished papers or reprints, to reach the Staff Director by March 25, 1977.

Direct all inquiries to Professor Donald Lemmer, Chairman, Staff Committee for Medical Services, Hospital, Hollywood, California 90027, Telephone: (213) 666-2183, Ext. 1-MA.

UNIVERSITY APPOINTMENTS

are advertised in THE TIMES LITERARY SUPPLEMENT

with its worldwide academic readership—the TLS—which is read by 20 minutes every week—and is a must-place medium for advertising. Highly appropriate, reasonably in the Jobs and the Classifieds. Display, 1 time £6.00 a centimetre (min. 2 cm). Classified displays, to book, advertisements, to book, Classified, Classified, Classified

Colleges of Higher Education

ESSEX
COLCHESTER INSTITUTE OF HIGHER EDUCATION
Sheepen Road, Colchester CO3 3LL (Telephone: 70271)
SCHOOL OF SECRETARIAL STUDIES
LECTURER, Grade I, is required in May, 1977, or as soon as possible thereafter, to teach SHORTHAND and TYPEWRITING to full-time and day-release students from Certificate to Office Studies to Post Graduate level.
Salary Scale: Lecturer Grade I: £2,781 to £4,089.
Application forms available from the Director, to be returned within 10 days of the appearance of this advertisement.

Adult Education

For details of the
ASSOCIATION FOR ADULT EDUCATION
send a 5½p stamp to A.A.E. (T), 97 Poplar Road, Warmley, Bristol. Membership open to full-part-time local authority Adult Community Education Staff.

HERTFORDSHIRE
COUNTY COUNCIL
CASSIO COLLEGE
Langley Road, Watford WD1 3RH
Required for 1 September, 1977: ADULT STUDIES AND HOME ECONOMICS DEPARTMENT
TUTOR / ORGANIZER (Lecturer Grade I) to develop non-vocational Adult Education in South-West Hertfordshire. Duties include administration of courses and some teaching within the Department. The post offers scope for initiative and new ideas.
Salary: Burnham Technical Scale. Details and application forms from Principal.

LONDON
INNER LONDON EDUCATION AUTHORITY
PUTNEY ADULT EDUCATION INSTITUTE
Huntingfield Road, London, SW15 5ER
Tel. No. (01) 876 7257
LECTURER Grade II required for September, 1977, in the DEPARTMENT of FASHION and CREATIVE CRAFTS.
Duties will include the administration, organisation and supervision of classes throughout the Institute and Welfare Homes, and in-service training courses.
Applicants should have recognized City and Guilds or similar qualifications and experience in Adult Education.
Salary scale: £3,279 to £5,493 plus £312 supplement and £402 London Allowance.
Assistance may be given towards household removal expenses.
Details and application forms returnable by 1st April, 1977, from the S.A.O. at the Institute (foolscap stamped addressed envelope).

Community Homes and Associated Institutions

WILTSHIRE
THE COTSWOLD COMMUNITY (WILTSHIRE SOCIAL SERVICES) RESIDENTIAL TREATMENT FOR DISTURBED ADOLESCENT BOYS
We are a therapeutic community for severely disturbed adolescent boys who have persistently been in trouble. The work is hard yet rewarding.
Teams are, with increasing confidence, providing effective treatment for these boys.
We need the help of a man or woman, possibly intending to take social work, probation, or teacher training. The experience would be of inestimable value.
We work in small teams with good consultant support.
Please write, giving brief details to Richard Balbernie, The Cotswold Community, Ashton Keynes, near Swindon, Wilts. and an initial informal visit can then be arranged.

Assessment Centres

BARKING
(London Borough of)
WOODSTOCK RECEPTION AND ASSESSMENT CENTRE
Required September, 1977, or earlier if possible.
TEACHER-IN-CHARGE of a small lively team of four teachers working in a residential Assessment Reception Centre at Harold Wood.
The Centre accommodates up to 30 pupils at any one time.
Previous experience of teaching children who have problems is essential.
Salary Scale 3 (8) £3,744 to £5,511 plus £312 Supplement and £267 London Addition.
Reimbursement of removal expenses in approved cases.
Application form (stamped addressed envelope) available from the Deputy Chief Education Officer, Town Hall, Barking, Essex, returnable by 1st April, 1977.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
ORCHARD ASSESSMENT CENTRE
Walton Road, Aylesbury
Required from 1st April, or as soon after as possible, an ASSISTANT TEACHER, able to teach GENERAL SUBJECTS but with a bias towards PHYSICAL EDUCATION and/or CRAFT SUBJECTS. This appointment will complete a team of three teachers in this small Centre for pupils mainly of secondary school age.
Ideal post for a person with positive and creative attitude towards teaching disadvantaged children with complex problems.
Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation.
Application form (stamped addressed envelope) from Divisional Education Officer, Exchange Street, Aylesbury HP20 1UU.

CORNWALL
EDUCATION COMMITTEE
SOCIAL SERVICES DEPARTMENT "TAMBOLME"
Roskear, Camborne
OBSERVATION AND ASSESSMENT CENTRE
TEACHER, preferably with interest and/or experience of DIAGNOSTIC remedial teaching, required at Fairholme as soon as possible. Teaching shared with at least one other teacher, in mixed groups each having approximately twelve secondary age children.
Salary Burnham Scale II with prospect of Community Home School Allowance, £564.
Residential accommodation could be available.
Informal enquiries welcome, contact Mr. David Morgan, telephone: Camborne 714491.
Application forms and further particulars from the Secretary for Education, County Hall, Truro, Cornwall.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

Youth and Community Service

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY YOUTH SERVICE
YOUTH HOUSE LUTON
Applications are invited from suitably qualified candidates for the post of DEPUTY FULL-TIME LEADER at Youth House Luton. The post offers excellent experience in a progressive youth service, particularly to persons seeking a first appointment, to whom the Authority offers in-Service training and regular support sessions. If required, arrangements will be made for the completion of the requisite probationary period for young teachers.
Salary will be in the J.N.C. Scale for qualified Leaders, £2,712 to £3,304 plus £312.
Application forms and full details may be obtained from the Chief Education Officer, County Hall, Cauldwell Street, Bedford MK42 9AP, to whom the completed form should be returned as soon as possible.
D. P. J. R. Browning, M.A., Chief Education Officer.

CUMBRIA
AMBLESIDE Y.M.C.A.
A vacancy has occurred at the Y.M.C.A., Ambleside, for a qualified YOUTH LEADER to act as SECRETARY to the Board of Management. The Ambleside Y.M.C.A. is recognized by the L.E.A. as the District Youth Centre for the lakes area and its work therefore extends beyond the club of 170 members to various community groups and other organisations. This is a challenging post with considerable scope for development. The successful applicant would work to the Board of Management which receives 100 per cent grant of salary from the L.E.A., the salary being on the JNC II Scale.
Further details and application forms are available from Mr. C. V. Hales, Kings Bridge, Chapel Hill, Ambleside, Cumbria.

EAST SUSSEX
LEWES BOYS' CLUB
Applications are invited from QUALIFIED PEOPLE for the post of YOUTH LEADER of this mixed club which meets in purpose built premises assisted but not maintained by the L.E.A. The membership is approximately 150 junior and senior members.
Salary and conditions of service in accordance with J.N.C. Report for Youth Leaders, Range 3a (£3,426 to £3,808 plus £312 supplement).
Scheme of relocation grants available in approved cases. Council accommodation may be available for the Leader whilst he is in the employment of the East Sussex County Council.
Details from the Area Education Officer, 42 St. Annes Crescent, Lewes (foolscap stamped addressed envelope).

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
Applications are invited for suitably qualified and experienced candidates for appointment as ASSISTANT WARDEN of the COURTHOPE YOUTH AND COMMUNITY CENTRE
Portslade
J.N.C. Conditions. Salary £3,024-£3,849.
Application forms and further particulars from the Area Education Officer, Washbourne Street, Hove, East Sussex, to whom completed forms should be returned by 1st April, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
BOREHAM WOOD COLLEGE
Elstree Way, Boreham Wood, Hertfordshire
YOUTH & COMMUNITY WORKER
Applications are invited from qualified YOUTH & COMMUNITY WORKERS, preferably with experience, to lead a team of workers based at the College Youth Centre, coordinate and develop the existing activities, and assist a flourishing Youth Counselling service.
Salary: J.N.C. Scale 3A £3,426 to £3,886, plus additional payment of £312, plus £141 London allowance, plus graduate allowance where appropriate.
Possible assistance with removal expenses and rented housing.
Further particulars and application forms from the Principal at the College.

HERTFORDSHIRE
COUNTY COUNCIL
Re-advertisement
SW HERTFORDSHIRE YOUTH AND COMMUNITY SERVICE
WEST HYDE AND MAPLE CROSS YOUTH AND COMMUNITY CENTRE
Applications are invited from suitably qualified and experienced persons for the position of YOUTH and COMMUNITY WORKER at the above Centre.
The appointment will be to the staff of Cassio College, Watford, on the Joint Negotiating Committee Salary Scale III a.
Rented housing will be made available.
Application forms and further particulars from P. Crookes, Head of Youth and Community Services, Cassio College Annexe, Carey Place, Watford.

LANCASHIRE
EDUCATION COMMITTEE
YOUTH SERVICE
BACUP AREA (ROSSENDALE)
DETACHED YOUTH WORKER
J.N.C. Report. Qualified Scale 2, £2,712 to £3,537 plus £312 per annum.
Forms further details from returnable to District Education Office, Town Hall, Rawtenstall, Rossendale, Lancashire BB4 7LZ, by March 31, 1977.

LINCOLNSHIRE
Applications are invited from suitably qualified persons for the post of YOUTH WORKER at Spalding Youth Centre. The salary is J.N.C. Scale 2.
The successful candidate will join a full time youth service staff of 26 and the opportunity of involvement in training, activities and events at divisional and county level.
Application forms and further particulars are obtainable from the County Education Officer, Lincolnshire County Council, County Offices, Newland, Lincoln.

LONDON
INNER LONDON EDUCATION AUTHORITY
ACLAND BURGHLEY YOUTH CENTRE
ACLAND BURGHLEY SCHOOL
Burghley Road, NW5 1UJ
TUTOR WARDEN
Applications are invited from qualified TEACHERS to take up duty as soon as can be arranged. Experience in youth work an advantage.
Assistance may be given towards household removal expenses. Salary in accordance with the Burnham (Further Education) Report, Lecturer Grade 2 scale within the range £3,279 to £5,493 plus £403 London Allowance and £312 supplement.
Details and application forms returnable by April 1, 1977, from the Education Officer (EO/Est), The County Hall, London SE1 7PB (stamped addressed envelope).

MIDDLESEX
NATIONAL ASSOCIATION OF INDIAN YOUTH
46 High Street, Southall Middlesex
01-574 1325
Applications are invited for the post of
TRAINING and DEVELOPMENT OFFICER
Based in Southall, but work nationally, from those appropriately qualified and experienced in youth and community work training.
Salary and conditions in accordance with Burnham lecturer Scale II £3,279 to £5,493 plus London Weighting and salary supplement.
Write for application form and job description. Last date for application April 2, 1977.

NORFOLK
COUNTY COUNCIL
YOUTH AND COMMUNITY SERVICE
Qualified YOUTH and COMMUNITY WORKERS, or qualified TEACHERS with Youth Service experience, are required for the posts of DIVISIONAL YOUTH and COMMUNITY OFFICERS to be based at the following Youth Centres:—
(a) ATTLEBOROUGH;
(b) KING'S LYNN.
Salary within Range 3 of the J.N.C. Report 1976—£3,771 to £4,248 (points 2 to 6) plus a supplementary award of £312.
Application forms from the County Education Officer. Further Education Division (reference 1/6741), County Hall, Martineau Lane, Norwich, NR1 2DL. Closing date is April 1, 1977.

NORTHUMBERLAND
SCOUT COUNCIL VACANCY
ORGANIZING COMMISSIONER
A vacancy exists for an ORGANISING COMMISSIONER, and applications are invited. Applicants will need to fulfil the following qualifications:
(1) Full appreciation and knowledge of the aims, principles and methods of Scouting.
(2) Ability to organise and assist with training courses for adult leaders and members.
(3) Ability to cooperate with other voluntary Youth Organisations.
(4) Ability to coordinate the County administration and Committees.
Further details and application forms are available from the Secretary, Northumberland Scouts, NLA House, Ellison Place, Newcastle upon Tyne NE1 8XS.

ALL SOULS clubhouse require (Sept.) Deputy Youth Worker (Christian), J.N.C. Scale II. Details, Warden, 26 Fitzroy St., London W1P 5AE.

Overseas Appointments

ARGENTINA
NORTHLANDS
Buenos Aires
Day School for English-speaking Girls
Required now for Senior School, a qualified experienced woman TEACHER for ENGLISH to "A" level.
Contract to December, 1978. Passage paid both ways. Board, residence and medical attention provided. Salaries by agreement.
Interviews in United Kingdom. Applications and copies of recent testimonials to the Headmistress, Roma 1248, 1636 Olivos, Argentina.

LIBYA
THE PETROLEUM COMPANIES LANGUAGE AND TRAINING CENTRE OF LIBYA
Has vacancies for suitably qualified experienced TEACHERS of ENGLISH as a Foreign Language to teach full-time duties in Tripoli, Libyan Arab Republic, September, 1977. P.C.L.T.C.
The Centre is an expanding, progressive institute which serves the common needs of major oil companies operating in Libya. It is very well equipped with teaching aids and materials, and teachers who are imaginative, dynamic and who have experience of teaching E.L.T. materials for classroom and language laboratory use will find the Centre a stimulating place to work.
Their job will be to teach English to the Libyan employees of the member companies and there is much scope for professional development. The P.C.L.T.C. is without doubt one of the finest teaching establishments of its type in the Arab world and its high standards are demanded and maintained.
QUALIFICATIONS
Candidates should be native speakers of English, under 45, with a suitable Degree from a British or American University (or equivalent teaching qualifications), a minimum of two years' experience of teaching English to adult learners, some of this ideally overseas.
SALARY
Single: 3,500 Libyan Dinars per annum (£6,000 at current rate). Married accompanied: 3,950 Libyan Dinars per annum (£7,020). Local taxes amount to approximately 11 per cent of gross salary. 60 per cent of salary may be exported. A settlement allowance and a terminal gratuity are offered.
VACATIONS
The annual paid vacation of 30 days is taken in August, with local holidays and breaks between courses total a further 40 days a year approximately.
TERMS OF EMPLOYMENT
The initial appointment, which is subject to Libyan Government approval, will run for one year from 1st September, 1977, and be renewable for further terms thereafter by mutual agreement.
APPLICATION
Those interested should write for further information on the position as well as the relevant application forms, to:
The Director, P.C.L.T.C., PO Box 3193, Tripoli, L.A.R., giving a brief summary of their professional qualifications and experience. This should be timed to arrive no later than 31st March, 1977.

ROME
Required for September, 1977, by English, Coeducational day school well-qualified, experienced TEACHERS for the following: INFANT or JUNIOR TEACHER prepared to participate in team teaching MATHEMATICS at O and A level ENGLISH and ART. Both positions require the ability to help organise and integrate the subject throughout the secondary department.
Applications by express letter stating qualifications, experience, the names of three referees and your reasons for wishing to join us, to the Chairman, The New School, Via Della Camilluccia 669, 00135 Rome, including a telephone number.
Interviews London end of April. Closing date April 12.

OVERSEAS
Appointments continued

BAHAMAS
QUEEN'S COLLEGE
Nassau
The College, comprised of both a Primary and Secondary Comprehensive School is established under the auspices of the Methodist Church and is recognised by the Ministry of Education and Culture in the Bahamas.
Appointments of teachers from overseas are for a contract period of three years in the first instance with travel costs paid subject to satisfactorily completing the terms of contract. Salary scales which are presently under review for increases in September commence at $6,000 by annual increments of $200 to $9,400. Allowances are paid for degree, teaching qualifications and posts of responsibility. A 5 per cent gratuity is paid in lieu of superannuation. (B$1.00 equals U.S.$1.00.)
Applications are invited from qualified TEACHERS for the following appointments which become effective on the 1st September, 1977, all of which are in the High School:
(1) HEADS OF DEPARTMENT for: GEOGRAPHY, PHYSICS, PHYSICAL EDUCATION.
(2) ASSISTANTS for: ENGLISH, HISTORY with GEOGRAPHY/SOCIAL STUDIES, BIOLOGY with PHYSICS, CHEMISTRY, CHEMISTRY with BIOLOGY/PHYSICS, NEEDLEWORK with COOKERY, METALWORK with WOODWORK.
Applicants with University degrees are preferred, but non-graduates with experience are invited to apply.
Persons appointed will be required to contribute to the life of the College in areas over and above the normal teaching requirement.
Applications by letter only giving a detailed curriculum vitae should include the following information: full details of person (marital status and family if applicable); education and training; qualifications; teaching experience; names and addresses of two persons to whom reference can be made.
Applications should be supported by two recent testimonials and addressed to: The Principal, Queen's College, P.O. Box N-127, Nassau, N.P., Bahamas, to arrive not later than March 31, 1977.
Would be applicants are advised that based on previous experience where the numbers of applications received make it extremely difficult to acknowledge each one, no acknowledgement will be sent to those who apply for the above appointments, unless they are required to submit further information or are called to interview.

INDIA
Overseas Staff Needed
WOODSTOCK SCHOOL
India
MUSIC TEACHERS of WOODWIND and BRASS INSTRUMENTS urgently needed for July 1977 or earlier.
Woodstock is a Christian international co-educational boarding school located in the Himalayan foothills of North India. The School follows a strong academic and cultural curriculum, incorporating a vigorous music programme. Three year contracts preferred.
Write Air Mail, to Mr. A. R. Bean, Principal, Woodstock School, Mussoorie, UP, India 248 179, stating: your professional qualifications, teaching experience, nature of your Christian commitment, names and addresses of four professional and character referees, and if married, your spouse's occupation.

COLOMBIA
Applications are invited from single MEN and WOMEN for the post of PRIVATE TUTOR to an Anglo-Colombian family who live on a 1,000 acre farm on the shores of the Caribbean. There are three boys who require assistance. Two are just starting "O" level correspondence courses and the third, 11 years old, is using a P.N.E.U. scheme. Candidates should be qualified and/or experienced teachers.
The tutor will live as a member of the family.
Passage will be paid and free board and residence provided. A "pocket money" salary is offered and the post will be from September 1977 to July 1978, renewable.
For further details please apply to Mrs. M. Touché of Gabbitas-Thring Services Ltd., 6, 7 and 8, Sackville Street, London, W1X 2BR. Tel: 01-734 0161.

FLORENCE
THE ENGLISH INTERNATIONAL SCHOOL
Required for September, GRADUATES with at least three years secondary teaching experience. ENGLISH, HISTORY, MUSIC, MATHEMATICS, PHYSICS, CHEMISTRY, BIOLOGY.
Candidates should offer two of these subjects, at least one to "A" level. Housemother required to be responsible for boarders and domestic organisation; ideal for teacher's wife.
Salary and conditions in line with international schools.
Please reply including telephone number and names and addresses of three referees express to Headmaster, The English International School, Via Piazza Calda 12, 6 Margherita A. Montici, Firenze, Italy. Interviews London April.

TURKEY
THE TURKISH EDUCATION SOCIETY
KAYSERI COLLEGE
(Boll: Usul)
Three TEACHERS of ENGLISH. (The main subject studied by the applicant at University College of Education must be English).
(i) For Primary School (9 to 11 years)
(ii) For Middle School (12 to 14 years)
(iii) For High School (16 to 19 years)
For (i) and (ii) College trained teachers
For (iii) University graduate with teacher training or T.E.F.L. holder. There is a possibility of this post being Scale 2 or 3 for a suitable applicant to take up the position of Head of English Department, maybe with the additional responsibility of appointing the members of his own Department.
Two year contracts. Salary Burnham (Outer London Area) plus 20 per cent. Partially furnished accommodation provided. Fares paid. Baggage and settling-in allowances. One-third of net salary may be transferred to U.K. The School is partially English-Medium and co-educational.
Applications should be accompanied by a full curriculum vitae and the names and addresses of two referees.
Candidates will be sent full details and a copy of the contract on receipt of their applications, which should be sent to: Lynda M. Onkalogiu (Mrs.), Head of Foreign Staff, Kayseri College, P. K. 26, Kayseri.

FINLAND
DIRECTOR OF STUDIES
We are looking for a D.S. with several years experience in the field of EFL Teaching, teaching supervision and management.
KIELIOPISTO LANGUISTA
is a highly successful young school with fully qualified teaching staff teaching 8 languages.
We offer interesting work in pleasant surroundings, excellent salary, travel expenses and accommodation.
Applications with detailed c.v. please, to Kieliopisto Languista, Kalevankatu 11A, 00100 Helsinki 10, Finland.

SPAIN
COLEGIO ALEMAN DE MALAGA
Headmaster, Dr E. Zaiswaki requires the following TEACHERS in September 1977 for the English Section of the School
(1) a GRADUATE TEACHER of GEOGRAPHY to "O" and possibly "A" level. It would be an advantage if Mathematics or General Science could be taught to the lower forms.
(2) a GENERAL SUBJECT TEACHER for the lower school to cover the 7 to 11 age range.
Salary will be according to Spanish Government scales with various benefits, and free of all income tax and social security deductions. It is preferable for candidates to have teaching experience and a teaching diploma.
A husband and wife teaching team would be welcomed. The English section has approximately 115 pupils and is affiliated to the Spanish Colegio Ecos.
For further information and an application form, please write to Mrs. M. Touché, Gabbitas-Thring Services Ltd., 6, 7 and 8 Sackville Street, Piccadilly, London, W1X 2BR or telephone her on 01-734 0161.

ITALY
A highly qualified ELEMENTARY SCHOOL TEACHER is required by MARYMOUNT INTERNATIONAL SCHOOL, Rome.
Experience of teaching all subjects at nursery level is essential. This is a non-residential post in a private Roman Catholic School with small classes of boys and girls. Appointment commencing September, 1977, salary equivalent to Burnham Scale.
Application should be made in writing to: Sister Doris Russell, care of Marymount International School, George Road, Kingston, Surrey, enclosing curriculum vitae. Interviews will take place in Kingston as soon as possible.

FINLAND
We are an International House-affiliated private language school teaching adults in attractive and well-equipped premises in the centre of Helsinki, and we are looking for qualified, experienced EFL teachers to join our staff next autumn.
Contract: approx. 10 months from next September, with possibility of renewal. Qualifications: EFL training, R.S.A. Teachers' Certificate, or postgraduate degree in Applied Linguistics, plus two years' experience.
If you are interested in coming to Finland, apply with c.v. for further information to: Kieliopisto Languista (Ja, 00100 Helsinki 10, Finland.

CHRISTIAN YOUTH CENTRE IN BERMONDSEY
YOUTH LEADERS
and
DETACHED WORKER
Opportunity arises for Evangelical Christians to fill one existing and two new posts, and to join a team in a large and well established Christian Youth Centre, in redeveloping inner City area. With the help of substantial volunteer staff the Centre offers activities catering for a wide age range.
Responsibilities of Youth Leaders include running activities in and out of Club, work with small groups, Christian counselling, camps and holidays. Qualified on JNC Scale 2; or in service training offered with a view to qualification.
Detached Youth Worker (qualified and experienced) required for Bermondsey Comprehensive Development Area, a new project supported by the Centre, fully sponsored by I.L.E.A. JNC Scale 3L. Accommodation available for single or married persons.
Apply to Snowy Davoll, Warden and Team Leader, Cambridge University Mission, 43 Old Jamaica Road, London SE16 4TE. Telephone 01-237 3788.

EDUCATION DEPARTMENT
Youth and Community Officer
£2,712-£3,537 or £3,771-£4,248 or £4,008-£4,524 plus £312 p.a. supplement.
West Indian Youth Project
A Youth and Community Officer is required to take charge of this project, which is based upon City Centre premises owned by the Education Authority and recently fitted out and equipped by the Coventry Community Relations Council under a job creation programme. A full time Deputy Officer will be appointed and part time help will be available.
Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. Telephone 25555, Ext. 2292.
Returnable by 28th March, 1977.
coventry

CHURCHLANDS COLLEGE
Perth, Western Australia

Churchlands College is situated six miles from the centre of Perth, the capital, and was established in 1972. In 1976 a Bachelor of Business Degree course was commenced and there are now some 500 students enrolled. By 1980, it is estimated that there will be some 1,000 students in the Business Studies programme.
Teacher Education is the other main programme in the college and, in 1977, some 1,200 students are enrolled.

VISITING FELLOW IN FINANCE
Nominations are invited for the position of Visiting Fellow in Finance for Semester I, 1978 (February-June, 1978). The appointee will conduct seminars for final year students in the Finance Stream of the Bachelor of Business course.
The Visiting Fellow will be expected to have very good relevant experience and to have demonstrated a strong recent background in the field of finance, either by publication, or by a research graduate-level degree.
Salary and travel arrangements will be negotiated. Enquiries are also invited from suitably qualified persons who may be interested in appointment as a Visiting Fellow in Finance in Semester I, 1979, or Semester I, 1980, or in Semester I, 1981.

BUSINESS STUDIES PROGRAMME
Applications are invited from suitably qualified persons with relevant experience for the following positions. Appointments will be made to commence teaching in February, 1978.
Level of Appointment
Appointments may be made either at the Senior Lecturer level, Lecturer level, or Senior Tutor level, depending on qualifications and experience.

ACCOUNTING
DUTIES: to teach accounting subjects, to assist in the preparation of other courses, and to develop units of study offered by the School of Business Studies.

ECONOMICS AND QUANTITATIVE METHODS
DUTIES: To teach in at least two of the following areas:
Economics, Quantitative Methods, Marketing, Business Systems.

ADMINISTRATIVE STUDIES
DUTIES: To teach in at least two of the following areas:
Organisation Theory, Individuals and Organisations, Management Processes, Organisation Structure and Design, Management Policy, Personnel, Industrial Relations, Small Business Management and International Business.

FINANCE
DUTIES: To teach in at least two of the following areas:
Australian Capital Market, Security Analysis, The Investment Decision, The Financing Decision, Topics in Finance and Small Business Management, Banking, and Insurance.

BUSINESS WORKSHOP
DUTIES: To assist in developing and creating material with a multi-disciplinary approach, for the Business Workshop.
To conduct workshop sessions and/or seminars and act as a catalyst.
To assist in fostering and maintaining contacts with the public and private sectors, and sister institutions.

TEACHER EDUCATION PROGRAMME
SENIOR LECTURERS
Applicants should be well qualified and at least hold a graduate degree (or equivalent) in the field applied for. Further, it is important that applicants have had extensive relevant experience.
Art Education
Early Childhood Education
Educational Psychology
Mathematics Education
Oral English and Drama
Practice and Theory of Teaching
Social Science Education
Appointees will head up teaching departments from time to time.

LECTURERS/SENIOR TUTORS.
Department of Early Childhood Education
1. Theoretical and practical background in one or more of the curriculum and teaching areas, such as music education, art education, oral English and drama, mathematics education, social science education, etc.
2. Psychological and/or sociological foundations of early childhood education.
Department of Educational Psychology
1. Child development and Child Study.
2. Remedial and Special Education.
3. Learning.
4. Personality.
Department of Social Science
1. Teaching of social sciences (3-12 year age range).
2. Physical and/or human geography.
3. Economics.

GENERAL INFORMATION
SALARIES:
Senior Lecturer Aust. $18,795-$22,010
Lecturer Aust. $13,850-$18,389
Senior Tutor Aust. $11,851-$13,887
CONDITIONS OF SERVICE:
Similar to those in other Australian colleges and universities and make provision for sabbatical leave and Long Service Leave.
INTERVIEWS:
Two senior members of academic staff will visit the United Kingdom in June, 1977, and candidates who have been short-listed may be offered the opportunity to attend interview.
APPLICATIONS:
Interested persons should write to the following address requesting the usual format of application:
Migration Liaison Officer,
Western Australia House,
115 Strand,
London WC2R 0AJ.
Applications close on 5th May, 1977.

Metropolitan Borough of Rochdale
EDUCATION DEPARTMENT
DISTRICT YOUTH WORKER
Southern Area
Applications are invited from suitably qualified and experienced persons for the above post, which will be based at Alkrington Youth Club, Middleton. The salary and conditions of service will be in accordance with the J.N.C. 11th Report, Range 3, points 4-8 (£4,083-£4,580 p.a.).
For further particulars and an application form please write to the Chief Education Officer, Municipal Offices, Manchester Old Road, Middleton, Manchester M24 4EA. Closing date: Tuesday, 12th April, 1977.

THE EUROPEAN SCHOOLS

BRUSSELS: Uccle, BRUSSELS: Woluwe and MOL (in Belgium); LUXEMBOURG, KARLSRUHE (West Germany), BERGEN (North Holland) and VARESE (Italy).
These schools cater primarily for children of people employed in Institutions of the European Communities. They are day schools, age-range 4-19, with nursery, primary and secondary departments organised in up to 8 linguistic sections. Pupils are taught partly in their own language, partly in languages of other EEC countries.
The Department of Education and Science, the Welsh Education Office, the Scottish Education Department and the Department of Education for Northern Ireland, invite applications from experienced, qualified teachers for the following posts in the European Schools which are expected to arise in SEPTEMBER 1977.

NURSERY
VARESE
1—Teacher for pupils aged 4-6 in the new English language nursery section to be established this September.

PRIMARY
BRUSSELS (Uccle)
1—General class teacher for pupils aged 8-9 in the English language section.

BERGEN
1—General class teacher for pupils aged 8-11 in the new English language section to be established this September. The successful candidate will also be expected to teach some ENGLISH as a FOREIGN LANGUAGE.

VARESE
1—ENGLISH as a FOREIGN LANGUAGE to groups of mixed nationalities aged 6-11.

Basic annual salary scales are in the range:

	BELGIAN FRANCS		BELGIAN FRANCS
Nursery	297,106	to	491,576
Primary	321,444	to	552,160

In addition, generous cost of living, residence and where appropriate head of household and children's allowances are payable.
Successful candidates will be appointed from 1 September 1977.
A good working knowledge of at least one Community language in addition to English is essential and will be tested orally at interview.
Application forms and further details are available from room 5/92, Department of Education and Science, Elizabeth House, York Road, London SE1. Tel. 01-928 9222, extension 3418 and 3208 for candidates living in England and Wales, Room 503 Department of Education for Northern Ireland, Rathgael House, Balloo Road, Bangor, Co. Down. Tel. Bangor 66311, extension 292 for candidates living in Northern Ireland, and room 441, Scottish Education Department, New St. Andrews House, Edinburgh. Tel. 031-556 8400, extension 5598 for candidates living in Scotland.
CLOSING DATE FOR RECEIPT OF COMPLETED APPLICATION FORMS IS 1 APRIL.
Candidates who are selected for interview will be notified as long in advance as possible.

Slough College of Higher Education
SCHOOL OF CATERING AND HOTEL ADMINISTRATION
JOIN A TEAM OF SPECIALISTS involved in preparing people for a successful career in the demanding and rewarding business of Catering.
A LECTURER GRADE I in PROFESSIONAL COOKERY (Post C/1/1) is required to join our catering teaching section. The person appointed will have good experience, preferably in first class kitchens and a background of larder work would be of advantage. He will teach cookery and ancillary subjects to students taking City & Guilds and Ordinary National Diploma courses. Recognised qualifications are desirable.
Salary Scale: Lecturer I £2,469—£4,377 plus £312 supplement and £150 local allowance.
Further particulars and application forms can be obtained from the Vice Principal, Slough College of Higher Education, Wellington Street, SLOUGH, SL1 1YG., to whom they should be returned within two weeks of the date of this advertisement.

Somerset
County Council
Social Services Department
Eagle House Community Home for Boys
23 Church Street, Bathford, Bath
Small Community Home School caring for 25 emotionally handicapped boys (aged 9 to 15) with severe learning difficulties, requires an enthusiastic teacher to take responsibility for a small intake class of boys in need of skilled remedial teaching.
The successful applicant will have experience and a keen interest in remedial education. Ability to specialize in Music/Drama or Handicrafts desirable.

Vacancy	As soon as successful applicant is available.
Salary	Burnham Scale 2 plus Extraneous Duty Allowance (8 hours) and Special School Allowance £564 (Scale 2 will only be paid to suitably qualified persons otherwise Scale 1 will apply).

Accommodation is available for a single person.
Application forms and further information may be obtained by letter from the Director of Social Services, County Hall, Taunton (reference RS/DC) which should be returned by April 7, 1977 (please enclose stamped addressed envelope).

WILTSHIRE COUNTY COUNCIL
Education Department
YOUTH AND COMMUNITY SERVICES
JNC III £3,426-£3,886 + £312 p.a. supplement.
QUALIFIED YOUTH
and
COMMUNITY WORKER
for development of the service at the Clarence Street Centre, Swindon
- Removal/disturbance allowance up to £600 in appropriate cases
- Lodging allowance for up to 6 months up to £10 per week

Application form and job description from Chief Education Officer (Policy and Co-ordination), County Hall, Trowbridge, returnable by 4th April, quoting reference NA.77.23.

OVERSEAS Appointments continued

TEACHERS OF ENGLISH

are required by Italianu Schools of Languages in Germany, Spain and Italy at this time of the year usually at short notice, in response to unexpected increases in enrolments. Applicants are now being processed for vacancies arising in April or later from candidates willing to be considered for vacancies as they arise. (There are no vacancies for less than 12 months.) For further details please write out very briefly (a) stating whether qualified teacher of not, (b) stating when available for a position, and (c) enclosing a 8½p or 6½p stamp (international reply coupon or foreign stamps, if abroad) not a stamped addressed envelope, please, to Italianu Teacher Service (Dept. 718 Y), [illegible], Canterbury, Kent, CT1 1NZ.

PORTUGAL

THE OPORTO BRITISH SCHOOL requires for September, 1977, a GRADUATE MASTER or MISTRESS, experienced in teaching to C.E. and U.S.S. level. [illegible] level work available. Ability to teach games an advantage.
Burnham Scale. Passage paid.
Further details from the Director of Studies, The Oporto British School, Rua da Cerca, 326 Porto 2, Portugal, to whom applicants should write enclosing curriculum vitae, copies of recent testimonials and the names of three referees.

JAMAICA

BISHOP GIBSON H.S. FOR GIRLS, Mandeville.
For September, qualified GRADUATES with experience, for ENGLISH to "A" level, PHYSICS, MATHEMATICS to "O" level.
Small classes. Independent day/boarding school centrally situated market town; congenial climate; easy reach of Kingston and the coast.
For details, send curriculum vitae to Headmistress, Bishop Gibson H.S. for Girls, Mandeville, Jamaica.

ITALY

MILAN
THE SIR JAMES HENDERSON SCHOOL
Headmaster: [illegible], O.B.E., B.A.
Applications are invited for the post of BIOLOGY MASTER. The appointment will be from September 1977, for two years in the first instance. Candidates must be graduates and previous teaching experience will be an advantage.
The school is co-educational and has 250 pupils. It is run on the lines of a British Independent School. English is the medium of instruction. Pupils are prepared for the Common Entrance and G.C.E. "O" level examinations.
Salaries, paid in lire, are on a scale from [illegible], with passage paid at the beginning and end of tour, an end of tour gratuity and [illegible].
For further information please write to, or preferably telephone Mrs. M. Fouché, Gabbitas-Thring Services Ltd, 6, 7 and 8 Sackville Street, Piccadilly, London W1X 2BR. Tel 01-734 0161.

ITALY

MARYMOUNT INTERNATIONAL SCHOOL,
Rome
Requires a qualified PHYSICAL EDUCATION TEACHER for September, 1977. This is a non-resident post in a private Roman Catholic school and experience of teaching Grades 1 to 8 (years 5 to 13 years) is essential. Salary equivalent to Burnham Scale.
Application should be made in writing to: Sister Doris Russell, c/o Marymount International School, George Road, Kingston, Surrey, enclosing curriculum vitae. Interviews will take place in Kingston as soon as possible.

FRANCE

Nancy
THE McKEES COURS D'ANGLAIS require E.F.L. TEACHERS for September, 1977, only candidates with valid TEFL diploma and/or useful TEFL experience should apply. Candidates must be able to teach pronunciation, intonation, fluency and be able to correct efficiently group teaching techniques indispensable. Salary range 2,500.00 to 3,000.00 Frs./month.
Appointments will be made after interview in London.
Applications with photo, C.V. References to the McKees Cours D'Anglais, 35 R. Lyautey 0400? Nancy, France.

QATAR

Immediate vacancy for experienced ENGLISH TEACHER. Must be single, male and British passport holder.
Monthly salary in local currency approximately £5,000 sterling per annum tax free. Car allowance. Free furnished bachelor accommodation. Six weeks' paid leave annually.
Must be well qualified and able to work independently, preferably familiar with technical terms used in oil industry.
For further details apply to: Recruitment Manager, Polyglot Schools Limited, 75 Kinnerton Street, London, S.W.1.

GREECE

Well established English Language Institute in Salonica, Greece, has a vacancy for male/female TEACHER. Qualifications: B.A.Hons. in English, B.Ed. and experience welcome. Salary and working conditions excellent.
Applications and detailed curriculum vitae to: The Vallapoulou Institute of English, 30 Proxenou Koromila Street, Salonica, Greece. Closing date: 30th April, 1977.

FINLAND

KINDERGARTEN TEACHER required for period September 1977 to May 1978, with possible renewal thereafter from September 1978. Kindergarten teaching qualification, music (piano) essential.
Salary FMKS.700 per month.
Reply with detailed curriculum vitae and recent photograph to The English Club of Hyvinkää, Mrs Ronlin, Lounint 14, 05800 Hyvinkää, Finland.

HOLLAND

The British School in The Netherlands will require in September TEACHERS of secondary GERMAN and FRENCH in combination and of primary Music and Dutch. Excellent conditions of service based upon an initial two-year contract.
Letter of preliminary application, with photograph, to the Headmaster, The British School, Tapijtweg 10, The Hague.

AFRICA

TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging worthwhile work. Volunteer terms.
Please send postage for reply. VMM, 3 Victoria Road, London NW? 4BA.

SWITZERLAND

International Boarding School in Switzerland requires for September, 1977:
(1) TEACHER of BIOLOGY to "O" and "A" level.
(2) TEACHER of ECONOMICS to "O" and "A" level.
Please send curriculum vitae plus references and photo to M. R. Wittenhead, Le Rosey, 3780 Gstaad, Switzerland.

SPAIN

Young experienced TEFL TEACHERS required for Madrid, Barcelona and Valencia 1st October 1977 until 1st November 1977 to 30th June 1978.
Apply: Deputy General Manager, La Casa Inglesa, Plaza de Salamanca 11, Madrid 6, Spain.

VSO

VSO needs TEACHERS/LECTURERS of TECHNICAL SUBJECTS.
See advertisement in TECHNICAL STUDIES SECTION.

ITALY

Female TEACHERS of ENGLISH required by Language School in North.
To commence October.
For further information, contact Miss J. Hughes, 88 Chiswick Village, London, W.4. Tel. 01-995 [illegible].

FRANCE

TEACHERS of ENGLISH to foreigners needed for our Paris School. Interviews London.
Send C.V. and photograph to The Cleveland Institute, Tour Montparnasse, 75755 Paris Cedex 15.

SPAIN

E.F.L. TEACHER required to start 18th April. Experience and a knowledge of Spanish desirable. Contract till end June renewable.
Please apply Academia Lacunza, Urbieta 14, San Sebastian.

SWITZERLAND

English school seeks for April 13th, graduate ENGLISH TEACHER. Good knowledge French indispensable. All degrees to Cambridge proficiency. Interviews London.
Full particulars and photo to: Ecole du Tanyu, Anglaise, [illegible].

WEST GERMANY

International Foreign Language School in West Germany requires qualified E.F.L. TEACHER, single, between 26 and 35, to begin 1st May, 1977; good remuneration.
Knowledge of German requested, but not essential.
Detailed application with recent photograph to Box TES 2710, The Times WC1X 8EZ.

ITALY

THE OXFORD INSTITUTES ITALIANI
Via Senato 20, Milano
ENGLISH TEACHERS mother tongue required immediately and for September 1977.
Telephone: 79[illegible]

EXPERIENCED teacher wanted as head of school starting in Calcutta. Couple preferred. Write Post Box 2[illegible], Calcutta 700001.

GOVERNMENT OF BERMUDA MINISTRY OF EDUCATION

Applications are invited from certificated teachers and University Graduates who hold a recognised teaching qualification for appointment in September 1977.

SECONDARY:

Physical Education/Health Science (Girls): Geography; History; Woodwork/Technical Drawing; Home Economics; Needlecraft/English; Mathematics; Mathematics/Science; General Subjects; Reading Specialist.

Applications for the above positions to: Senior Education Officer, Administration and Personnel, Ministry of Education, P.O. Box 1185, Hamilton 5, Bermuda.

The BERKELEY INSTITUTE,
West Pembroke, Bermuda (Co-educational).
Accounting; Biology/Maths; History (Modern); Maths; Latin/English; Secretarial Studies.

SANDYS SECONDARY SCHOOL,
Somerset, Bermuda (Co-educational).
Reading Specialist; Geography/History (Lower School); French/Spanish (throughout school); English/Social Studies (Lower School).

WARWICK ACADEMY,
Warwick, Bermuda. (Co-educational).
Maths; History; Design and Technology, to "O" level; Physical Education (Boys).
Applications for positions at the above schools to the Principals at the addresses stated.

FURTHER EDUCATION:
The Bermuda College
Physics; Mathematics
Minimum qualifications: Honours degree or equivalent in the discipline and a recognized teaching qualification, together with appropriate experience at post-secondary level.
For the following positions a minimum of three years' business or industrial experience is required.
Accounting:
Minimum qualifications: Bachelor's degree in accounting or C.A. qualification. Preference will be given to applicants with a recognised teaching qualification.
Bookkeeping:
Minimum qualifications: H.N.D. or H.N.C. in Business Studies and a recognised teaching qualification.
Electrical Engineering:
Minimum qualifications: H.N.D. or H.N.C. or equivalent. Graduate electrical engineer with industrial experience and a recognised teaching qualification, together with teaching experience at the post-secondary level preferred.
Automobile Engineering:
Minimum qualifications: Full Technological Certificate, with a recognised teaching qualification.
Waiting Instructors; Chef Instructor:
(To provide pre-vocational instruction at the secondary level under the direction of the Head of Department of Hotel Technology, in units attached to two of the secondary schools.)
Minimum qualifications: City & Guilds and Hotel and Catering Institute qualifications and recognised teaching qualification.
Applications to the Chief Executive Officer, The Bermuda College, P.O. Box 356, Devonshire, Bermuda.

CONDITIONS OF SERVICE:

Salaries (under review): Present scales: BD$7,300 to BD$12,960 per annum, depending on qualifications and experience. Teachers at the Bermuda College receive an additional BD$1,250 per annum.

Baggage Allowance: Some assistance is provided for personal baggage.

Contracts: Three years in the first instance.

Passages: Air passages to and from Bermuda for teacher, wife and dependent children under the age of 16 years (unmarried), not exceeding the equivalent of four adult passages. Paid return leave passages between engagements.

Government Health Scheme: Medical and surgical benefits.

Superannuation: United Kingdom employer's contribution guaranteed.

Application by airmail to addresses indicated, providing a full curriculum vitae, including: full name, date of birth, marital status and dependents, nationality, small photograph, college(s) attended, degree work and professional training (with dates of qualification); teaching experience, two testimonials and the names of two persons who will be willing to provide confidential (professional) references.

Administration

Local Education Authority

GREENWICH AND BEXLEY AREA HEALTH AUTHORITY HEALTH EDUCATION OFFICER

An opportunity to join a lively Health Education Service. Duties include initiating health education on a fieldwork basis, involving liaison with schools, hospitals, environmental and community health services, local authority and community organisations, industry and commerce.
Possession of a qualification in education, health or allied fields an advantage.
£4,200 to £5,010 per annum inclusive. Now entrants to N.H.S. start at minimum. Applicants should be car drivers; mileage allowance payable.
Application forms and job description from Area Personnel Department, Devonport Annexe, King William Walk, Greenwich, London SE10 9JH. Telephone: 01-858 8?90, extension 316.

HARROW

(London Borough of)
CAREERS INFORMATION OFFICER
£3,963 to £4,29?
To provide an information and resources service in liaison with Careers Advisers and Industrial Liaison staff. The work will suit a man or woman with a journalistic or literary flair as well as the capacity to organize.
Application form and further details from Assistant Controller (Manpower Services) (quoting reference TES/[illegible]), London Borough of Harrow, P.O. Box 57, Civic Centre, Harrow, Middlesex, HA1 2XF. returnable within 14 days. 24-hour Ansafone service 01-863 [illegible].

HERTFORDSHIRE COUNTY COUNCIL
MID-HERTS DIVISION
Applications are invited for the post of ASSISTANT DIVISIONAL EDUCATION OFFICER from men or women graduates with teaching experience in the United Kingdom. Experience of education administration not essential. The post would be suitable for a person entering administration, as it offers good opportunity for general experience over a wide field. The area covers Welwyn Garden City, Hatfield, Harpenden and Potters Bar.
Salary scale within range £[illegible] to £5,[illegible] plus £[illegible] and fringe allowance of £[illegible]. Place on scale according to age and experience. Removal expenses paid in appropriate cases.
Further details on request. Candidates should apply by letter, stating details of career and naming two referees to the Divisional Education Officer, [illegible], Welwyn Garden City, Hertfordshire.

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education

ADMINISTRATIVE OFFICERS

Because of expansion and restructuring, The Associated Examining Board now wishes to make a number of new appointments to the post of ADMINISTRATIVE OFFICER at the Board's offices in Aldershot, Hampshire. The posts are concerned with the Board's educational work and the administration of its examinations. Each officer appointed will be responsible for the administration of a number of examination subjects, as follows:—

(1) English (Mode III), Drama, European Studies, American Studies and some involvement with English (Mode I). (Administrative Officer Scale I.)
(2) Integrated Science (Schools Council Integrated Science Project), Computer Science, Electronic Systems and Navigation. (Administrative Officer Scale I.)
(3) Technical Subjects (Building, Engineering and Technical Drawing). (Administrative Officer Scale I.)
(4) Sociology, Psychology, Law, Government and Politics. (Administrative Officer Scale I.)
(5) Craftwork (Wood and Metal) and Craftwork (Design). (Administrative Officer Scale II.)
(6) Mathematics and Statistics. (Administrative Officer Scale I.)
(7) Physics and Chemistry. (Administrative Officer Scale II.)
(8) History and General Studies. (Administrative Officer Scale II.)

In posts 6, 7 and 8 the Administrative Officer will assist the appropriate Assistant Secretary who will retain the overall responsibility for the subjects concerned.

Applicants should be graduates (or hold equivalent qualifications), preferably in one or more subjects relating to the post applied for, as specified above. Teaching experience and educational administration experience within the teaching profession or elsewhere would be particularly useful. Although the posts are mainly concerned with administration and organization, they include important educational aspects. The experience of applicants should therefore demonstrate a close involvement and interest in the subject group concerned, in a teaching or other educational capacity.

The appointments will be on the following salary scales:— Administrative Officer Scale I from £4,811 by seven annual increments to £6,239 per annum. (Aligned with the Association of University Teachers' Scale points 8-15.)

Administrative Officer Scale II from £3,333 by eight annual increments to £5,015 per annum. (Aligned with the Association of University Teachers' Scale points 1-9.)

The starting point on each scale will depend on the age, qualifications and experience of the successful applicant. There are opportunities for promotion to higher grades.

Further details of the posts, together with an application form, may be obtained from the Personnel and Services Manager, The Associated Examining Board, Wellington House, Station Road, Aldershot, Hampshire GU11 1BQ, to whom completed forms of application must be returned marked "Private and Confidential", not later than Friday, April 1, 1977. Applicants should clearly state the number and title of the post for which they are applying (one post only).

THE CENTRE FOR BRITISH TEACHERS LIMITED

GERMANY

The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bremerhaven require British teachers for the academic year 1977/78 to teach English in secondary schools and Further Education establishments.

Qualifications
Applicants must possess a University degree, a teaching qualification, teaching experience and a good knowledge of spoken German.

Salary
£360-£465 per month paid in German Marks. Entry point depends on number of years previous full-time experience. An allowance of £66 per month is paid to married teachers and £22 per month for each dependent child.
(DM 4.5 equals £1)
Salaries are free of German and British income tax for periods of 12 months and upwards.

Contract
Contracts are for one calendar year from August, 1977 (exact starting dates vary according to State).

Teaching Load
20-23 45-minute class periods a week depending on State and school type. Classes usually take place in the mornings only.

Travel
Fares to and from Germany at the beginning and end of the contract for teachers and their families are paid by the Centre. Arrangements are made for the transportation of heavy baggage.

National Insurance and Superannuation
The employer's contribution to the British National Insurance scheme and Superannuation (where applicable) will be paid by the Centre.

Preparation
Teachers appointed are given detailed information about life and work in Germany. Briefings are held from April until June in Britain and Orientation Courses in Germany immediately before teachers go into their schools.

Resettlement
The Centre's Resettlement Department gives advice to teachers returning to teach or study in Britain after service in Germany.

Recognition of Service
Service with the Centre in Germany is recognised by the British Education Authorities as full teaching service for incremental purposes on return to the United Kingdom.

For details and application forms: The Centre for British Teachers Limited (78), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel. 01-242 2962/5.

SPORTS COUNCIL

Applications are invited from qualified specialists in information science/systems analysis for the post of assistant in the Information Centre, which is concerned with planning and provision for sport and recreation at national level.

Duties would include work on data collections and some general service in helping with enquiries. The post is initially on a two-year contract basis.

Salary £2,395 rising to £2,545 on completion of one year. Plus £465 London Weighting.

Further particulars and application form from:

Personnel Officer,
The Sports Council,
70 Brompton Road,
London SW3 1EX.

Closing date: 1 April, 1977.

NORWAY

Birklea, British School, Oslo

Co-educational day school (170 pupils 4-14 years) requires teacher of Mathematics and Science for expanding secondary department. Candidates should be university graduates with minimum of 2 years teaching experience and able to present pupils for London 'O' level examinations. Admin. experience an advantage.

Two year contract renewable, salary paid in Norwegian Knr. Interviews in London, Contact: Sarah Acres on 01-540 8291, ext. 247, for application form or write:

care of Brown and Root (U.K.) Ltd.,
83 Hartfield Rd.,
London SW19 3TR.

South America

PERU

An International Consortium of construction companies is seeking from May, 1977, a qualified schoolmaster in the High Andes. The appointment can be delayed until August if the right person is not available until then. The man appointed will be responsible to the British Headmaster of the Consortium's group of classes and small schools in the area of Arequipa.

Candidates should have experience in primary education and preferably in secondary as well, have an aptitude for games, and be able to play the piano. An interesting possibility exists for a married man whose wife also teaches since she might be able to provide on a part-time basis any of the requirements which he may lack.

A contract until July, 1979 is offered with a tax free salary of not less than £5,500 per annum together with passages paid, free accommodation and employer's superannuation contribution.

For further details and an application form please apply to Mrs. M. Fouché, Gabbitas-Thring Services Ltd., 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

QUEENSLAND, AUSTRALIA

Lecturer in Food Processing and Engineering

A vacancy exists at the Queensland Agricultural College, a multi-purpose college of advanced education, located some 90 kilometres west of Brisbane, Queensland, Australia.

Qualifications and Duties: Applicants should possess a degree in chemical engineering or equivalent. Experience in the food processing area and teaching ability are other requirements. Postgraduate academic qualifications will be an advantage.

The appointee will be required to teach from postgraduate to higher technician levels also to assist in course development work and extension education and liaison with industry. The opportunity exists for research and consultancy.

Salary	Per Annum Min.	Max.
Lecturer Level II	$13,650	$15,925
Lecturer Level I	$16,314	$18,389

Application forms and further information available from the Office of the Agent General for Queensland, 392 Strand, London WC2R 0LZ.

Closing date: 14th May, 1977.

OVERSEAS TEACHING POSTS

HEAD, DEPARTMENT OF AIR CONDITIONING AND REFRIGERATION (IRAN)
Jundi Shapur University, Ahwaz
To establish, organise and manage a new department, and train lecturers.
Ph.D. and relevant Engineering qualifications with at least 5 years' experience.
Salary: £11,500-£19,700 p.a. (approx.).
Benefits: Housing allowance. One year contract renewable. 77 HU 14

SENIOR LECTURER IN MEDICAL ENGINEERING (IRAN)
Jundi Shapur University, Ahwaz
To establish a new department, supervise technical staff and lecture.
Ph.D. or M.Sc. and at least 2 years' teaching experience.
Salary: £10,750-£14,200 p.a. (approx.).
Benefits: Housing allowance. One year contract renewable. 77 HU 15

ENGLISH LANGUAGE TEACHER (IRAN)
College of Nautical Studies, University of Baluchistan, Chah Bahar
To assist in the preparation of materials and to participate in the teaching of English and the monitoring of students' progress.
Degree, TEFL qualification, experience of ESP and of a direct teaching operation overseas.
Salary: £6,425-£7,685 p.a.
Benefits: Overseas and children's allowances; free accommodation; 2 year contract. 76 HU 113

MATERIALS PRODUCER (ELT) (OMAN)
Ministry of Education (English Department) Muscat
To produce support materials and audio visual aids, to undertake in-service course for teachers of English.
Candidates, men only, must have a postgraduate ELT qualification, 3 years' overseas ELT experience, and some experience in production of A/V materials.
Salary: £4,569-£5,616 p.a.
Benefits: Free furnished accommodation; overseas and children's allowances; 2 year contract renewable. 77 AE 3

TEACHER OF NUFFIELD PHYSICS
TEACHER OF SMP MATHEMATICS
TEACHER OF GENERAL SUBJECTS (BRAZIL)
St. Paul's School, Sao Paulo
Qualified teachers with at least 3 years' experience.
Salary: £5,300-£7,500 p.a.
Benefits: Overseas and accommodation allowances; medical scheme; superannuation. 2 year contract renewable. 77 PS 18-20

INFANT TEACHERS (IRAN)
The British School, Tehran
2 Assistant Infant Teachers, 1 Infant Teacher with ability to teach music.
Degree and/or teaching certificate, Infant teaching experience essential; team teaching experience very desirable. Single candidates only.
Salary: £3,979-£6,293 p.a.
Benefits: Rent allowance; employer's portion of U.K. superannuation, 2 year contract renewable. 77 HS 24-28

PRIMARY/SECONDARY TEACHERS (IRAN)
Rustam Abadian International School, Tehran
Primary Teacher (Post of responsibility)
Biology Teacher (Grades 9-11)
History Teacher (Grades 7/8/9-11)
Physics with chemistry Teacher (Grades 9-11)

Primary Teacher: Teaching certificate and 5 years' primary or middle school experience.
Biology, History and Physics with Chemistry teachers: degree and PGCE with two years' teaching experience.
Single candidates preferred.
Salary: £3,823-£6,856 p.a.
Benefits: Rent allowances; employer's portion of U.K. superannuation. Two year contracts, renewable.
77 HS 21, 22, 23 and 28

ELT MATERIALS PRODUCTION SPECIALIST (ZAMBIA)
United Nations Institute for Namibia, Lusaka
To produce, pilot, evaluate and revise E.S.P. materials for students' academic needs. Degree; 1 year postgraduate qualification in TEFL/TESL; 3 years' overseas experience, preferably teaching adults, and including ESP materials preparation.
Salary: £5,210-£7,054 p.a.
Benefits; Overseas and children's allowance; free accommodation; 2 year contract. 77 HO 27

HEAD OF ENGLISH (YEMEN)
National Institute of Public Administration, Taiz
To administer the English Department and to teach English Language up to Cambridge Proficiency level to adult Yemeni students. Candidates, men only, must be graduates with 5 years' TEFL experience; TEFL qualification desirable.
Salary: £4,589-£5,616 p.a. tax free.
Benefits: Overseas and children's allowances; free furnished accommodation. 2 year contract renewable. 76 AO 59

CHIEF INSPECTOR OF ENGLISH (OMAN)
Ministry of Education, Oman
Graduate with higher degree in Linguistics or ELT to be responsible under the Omani Head of English for normal inspection duties, in-service training materials production, ELT on radio and television, advising on examinations and ELT policy. Male applicants, without children.
Salary: £5,210-£6,028. No local taxation.
Benefits: Free accommodation; overseas allowances. 2 year contract renewable. 76 CE 17

LECTURER IN ENGLISH (EGYPT)
Moharrem Bey Technical School, Alexandria
Degree in English or Modern Languages and 1 year postgraduate TEFL/Applied Linguistics qualification. 5 years' experience including teacher training and secondary/technical work in ESP.
Salary: in excess of candidate's current U.K. emoluments.
Benefits: Free furnished accommodation; overseas and children's allowances. Three-year contract with the Ministry of Overseas Development 76 AS 119

TEACHER OF FRENCH (BRAZIL)
British School, Rio de Janeiro
An independent, co-educational day school (IAPS) for pupils 3-16. Graduates, aged 25-35, preferably with teaching qualification.
Salary: £6,000 p.a. approximately.
Benefits: Free furnished flat; medical scheme; employer's portion of superannuation. Two year contract, renewable. 77 PS 27

PRIMARY/JUNIOR SECONDARY TEACHERS (TANZANIA)
International School, Dar-es-Salaam
Coordinator of English Language Teaching (5-16 years). Teaching certificate, preferably a degree in English and at least 5 years' relevant teaching experience including some TEFL.
Salary: £5,236-£8,367 p.a. (approximately).
Two Lower School Teachers (5-8 years). Teaching Certificate and at least 3 years' relevant teaching experience.
Salary: £4,598-£5,873 p.a. (approximately).
Benefits for all posts: Free furnished accommodation; baggage allowance; terminal gratuity. Two year contracts, renewable. 77 HS 29-31

Return fares are paid. Local contract is guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

ilea INNER LONDON EDUCATION AUTHORITY

Inspector for English

(District Rank)

Salary range: £8,680 – £9,526 (inclusive of London Weighting) with possible progress to £10,546

Inspector for English of District rank required to be a member of a team, led by the Staff Inspector for English, concerned with all aspects of the teaching of English in primary, secondary and special schools. Applicants should have good academic qualifications, extensive teaching experience and knowledge of recent developments in the subject.

Details and application forms from the Education Officer (EO/Estab 2A/1), Addington Street Annexe, The County Hall, London SE1 7PB. Please enclose a stamped addressed foolscap envelope.
Forms to be returned by 1 April 1977.

County of Cleveland

EDUCATION DEPARTMENT

Posts of Adviser

with the COUNTY ADVISORY AND INSPECTORATE SERVICE

(£6,891 to £7,425 or £7,767 to £8,391)

according to qualifications and experience.

The staff of this Service is being strengthened, and applications are invited for four posts of Adviser. Each Adviser will carry general pastoral responsibility for a group of schools within one of the four areas of the County, as well as County-wide responsibilities for specific areas of the curriculum. Candidates should have sound teaching experience at senior level within schools or within the Further Education sector. It is hoped that successful candidates will be able to offer guidance to schools within the areas listed below (on the basis of one major and one minor interest):—

English/Drama	The Education of Disadvantaged Children
Mathematics	The Middle Years of Schooling
Modern Languages	(Inc. Primary/Secondary Liaison)
Science Education	Education within the 16-19 age group
The Humanities	(including FE Colleges)
Home Economics	

The posts warrant essential car user allowance.

In approved cases, financial assistance with the removal of household effects will be available. Temporary housing accommodation for married couples may be available in approved cases, within the County area.

Application forms and further details are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, and should be returned by April 1, 1977.

Metropolitan Borough of Rochdale

Education Department

Assistant Education Officer

(Primary and Secondary)

PO 1 (5-9), £5,250 to £5,889, plus an annual salary supplement of £312.

A person with good teaching experience is sought to fill this responsible post, which covers the professional aspects of short-term policy planning and coordination of administration for the Authority's Primary and Secondary Schools. Candidates must hold honours degrees of a British University, and some administrative experience is desirable. It is hoped to fill the post for June 1 or as soon as possible thereafter. Essential-user car allowance payable (Reference A702).

Section Head

(Educational Development)

AP 5, £3,825 to £4,095, plus an annual salary supplement of £312.

A person of administrative ability with understanding of in-service training of teachers and of the school curriculum is required to head a small section dealing with those topics and providing administrative support to the advisory staff. The post is a suitable one for a teacher who wishes to enter educational administration. Casual user car allowance payable (Reference A703).

Assistance may be given with removal and other expenses and with housing accommodation in appropriate cases.

Application forms and further details available from the Chief Personnel Officer, 166, Drake Street, Rochdale OL16 1XG, to whom they should be returned by March 31, 1977.

ADMINISTRATION
Local Education Authority
continued

ILEA
VAUXHALL COLLEGE OF BUILDING AND FURTHER EDUCATION
Belmore Street, Wandsworth Road, London SW8 2JY

STUDENT SERVICES OFFICER

Applications are invited for the post of STUDENT SERVICES OFFICER which becomes vacant on May 2, 1977.

The college seeks a suitably qualified and/or experienced person to be responsible for the general and personal welfare of all students.

Applicants should preferably have recent experience and interest in working with the 16 to 19 age group in a multi-racial inner urban community. Sensitivity in developing liaison with a large college staff on the one hand, and with external support agencies on the other, will be an essential ingredient for success. In return this post will offer outstanding job satisfaction.

Salary: £3,391-£4,702 (including supplementary allowance and London Weighting).

Application forms and further details available from the Senior Administrative Officer (Reference B: SSO) at the college, to whom completed applications should be returned by April 4, 1977.

NEWCASTLE upon Tyne (City of)
EDUCATION COMMITTEE
CAREERS SERVICE
Applications are invited for the post of:—
CAREERS OFFICER
Salary Scale AP3/5, £2,520 to £3,283, plus £312 Wage Supplement.
Applicants should be GRADUATES and preference will be given to those who hold the Diploma in Careers Guidance of the Local Government Training Board. Applications from students completing the Careers Service Diploma course in July, 1977, will be considered.
Application forms and further particulars available from the Director of Education, Civic Centre, Barras Bridge, Newcastle upon Tyne NE1 8PU. Completed application forms to be returned within a fortnight of this advertisement.

SOMERSET
COUNTY COUNCIL
EDUCATION AND CULTURAL SERVICES COMMITTEE
AREA EDUCATION OFFICER

Applications are invited for the post of AREA EDUCATION OFFICER (Central Somerset). Candidates for this senior advisory and administrative post must be qualified teachers with wide professional experience and may have experience in educational administration.

The salary will be in accordance with the Soulbury Scale for senior advisers, currently £7,456 to £8,079 plus £312 (Group 10).

Application forms, which should be returned by 6 April, and further details are obtainable from the Chief Education Officer (Staffing N1), County Hall, Taunton.

WARWICKSHIRE
EDUCATION DEPARTMENT
COUNTY COUNCIL
SCHOOL MEALS ORGANISER (NORTHERN AREA) BASED ON NUNEATON

Salary: [illegible] (Soulbury Senior Range points 12-16) plus annual salary supplement £312.

Applications are invited from qualified (I.M.A. Diploma, degree in appropriate discipline, H.N.D. in Institutional Management, final examination of the H.C.I.M.A., or equivalent) and experienced persons for the post of School Meals Organiser (Northern Area) based on Nuneaton, on the retirement of the present holder.

Further particulars and application forms are available from the County Education Officer (ref. COM/TES), 22 Northgate Street, Warwick, CV34 4SR.

Closing date for applications: 31st March, 1977.

WEST SUSSEX
COUNTY COUNCIL
SENIOR ADMINISTRATIVE ASSISTANT for Southern Area Education Office (based at Worthing) required as soon as possible. Salary £[illegible]-£4,000 plus £312 Supplement. Local Government Officer, preferably with experience in Education Service, or experienced Teacher considered.

Particulars and form from Education Officer, Education Offices, 7 Chapel Road, Worthing, West Sussex, BN11 1BG. Closing date 1st April, 1977.

Tameside Metropolitan Borough

Tameside College of Technology

Education Department

SENIOR ADMINISTRATIVE OFFICER

£4,236-£4,642 plus £312 p.a. Supplement

To be responsible to the Principal for the overall administration of the college, including the introduction of administrative systems and budgetary control.

Applicants should have several years educational administrative experience and possess a formal qualification in public administration or an allied field.

Further details and application forms available from Chief Personnel Officer, Mercian House, Mercian Way, Ashton-under-Lyne, Greater Manchester (061-330 6356 ext. 2) to be returned by 28th March.

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education

ADMINISTRATIVE ASSISTANT

for Modern Languages

Applications are invited for the newly created post of Administrative Assistant at the Board's offices in Aldershot, Hampshire. The post is concerned with the educational aspects and the administration of the Board's examinations in Modern Languages. The person appointed will be required to assist the Group Head who is also responsible for co-ordinating the work of similar subject areas.

Applicants should possess a graduate or professional qualification in Modern Languages and should have had appropriate administrative experience in the educational sector. Some teaching experience would be desirable. Although the post is mainly concerned with administration and organization, it includes also some important educational aspects. The experience of applicants should therefore demonstrate a close involvement and interest in Modern Languages.

The appointment will be on the Board's scale for Administrative Assistants, which is £2,762 per annum x seven annual increments to £3,761 (bar) x four annual increments to £4,470 per annum. This scale is aligned at specified points with points 1, 3 and 5 of the Association of University Teachers' scale. The starting point on the scale will depend on the age, qualifications and experience of the successful applicant and promotion above the bar will normally be open only to those with extensive proven expertise and experience.

Further details of the post, together with an application form, may be obtained from the Personnel & Services Manager, The Associated Examining Board, Wellington House, Station Road, Aldershot, Hampshire GU11 1BQ, to whom completed forms of application, marked Private & Confidential, must be returned not later than Friday, 1st April, 1977.

Advisory Officer for Secondary Education

(MATHEMATICS AND SCIENCE)

£7,086-£7,722 per annum (inclusive)

The successful candidate will join a team of Advisory Officers who work closely with Head Teachers and Assistant Teachers and act as liaison officers between the Chief Education Officer and the schools. Besides undertaking advisory work within the field of his/her own special interests, the person appointed will be attached for general purposes to a group of primary and secondary schools.

Candidates should be graduates with good experience of teaching in secondary schools.

Application forms and further particulars obtainable from the Chief Education Officer for Schools, Town Hall, Crayford, Kent DA1 4EN (Tel: Crayford 525290, Ext. 148), to whom they should be returned by 31st March, 1977.

Bexley London Borough

COUNTY OF NORTH YORKSHIRE

CHIEF ADVISER

Salary Scale—Soulbury—£8,466 to £9,051 plus £312 annual salary supplement (Head Teacher Group 12)

Applications are invited from men and women of wide professional experience for the post of Chief Adviser. This senior post is one of the most important and influential in the whole of the education service in North Yorkshire.

The main advisory services in North Yorkshire consist of the Education Advisory Service, the School Psychological and Child Guidance Service, the Youth and Community Service and the Education Catering Service. Necessary coordination is carried out by the Chief Adviser who has an overall responsibility for them to the County Education Officer.

Candidates should apply by letter by 1st April, 1977, to the County Education Officer, from whom further details can be obtained at County Hall, Northallerton, North Yorkshire, DL7 8AE.

Have you had training or experience in education, youth work, community development or employment? And practical experience of work with minority ethnic groups?

Men and women under 60 are invited to apply for these posts, advertised in conjunction with the Community Relations Commission.

COMMUNITY RELATIONS OFFICER

(AP4-5 £3,366-£4,095 + £312 supplement + £435 London Weighting)

HACKNEY COMMUNITY RELATIONS COUNCIL (Education Co-ordination)

Responsible to the Senior CRO for work to meet the educational needs of ethnic minority children and adults, and to promote self-help by minority groups, parent-school links, multi-cultural education and public education against racism.

ASSISTANT COMMUNITY RELATIONS OFFICERS

(AP2 £2,529-£2,853 rising to AP3 £2,922-£3,282 after satisfactory completion of initial training period: normally 18 months. Plus £312 supplement.)

(1) BRADFORD METROPOLITAN DISTRICT COMMUNITY RELATIONS COUNCIL
Responsible to the Senior CRO for the Council's youth work and the development of ethnic minority self-help groups.

(2) COVENTRY COMMUNITY RELATIONS COUNCIL
Responsible to the Senior CRO for the development of ethnic minority self-help groups, and for work to meet the educational needs of ethnic minority children and adults, parent-school links and action against discrimination.

(3) HACKNEY COMMUNITY RELATIONS COUNCIL (+£435 London Weighting)
Responsible to the Senior CRO for general reference and research work and for advice to agencies and individuals in the field of employment.

(4) NEWHAM COMMUNITY RELATIONS COUNCIL (+£285 London Weighting)
Responsible to the Senior CRO for the Council's youth work and self-help among young people of ethnic minorities.

Successful applicants will be expected to undertake an initial residential training course. Contributory pension scheme. Secretarial help and office accommodation.

Applicants should be able to take up their posts as soon as possible. On receipt of large self-addressed envelope, further details and application forms, to be returned not later than 6 April, 1977, obtainable from Development Division, Community Relations Commission, 15/16 Bedford Street, London, WC2E 9HX.

ADMINISTRATION
continued

General

EQUAL OPPORTUNITIES COMMISSION
HIGHER EXECUTIVE OFFICER
(Education Administration)

Salary Scale £3,980 to £4,700 plus £312.20 pay supplement

Applications are invited from suitably qualified and experienced men and women for the post of Higher Executive Officer (either on secondment or as a permanent post) in the Education and Training Section of the Commission under the supervision of the Education Officer. This is a major area of the Commission's work, in terms both of developing educational initiatives and in dealing with individual casework in the context of the new legislation.

Candidates should have experience at a suitable level in at least one of the following areas:—

(a) As a responsible officer in an L.E.A. or the Department of Education and Science, or the Scottish Education Department.

(b) Administrative and/or professional experience in a school or college at a senior level.

(c) Experience in the vocational training of young people, or in the careers service.

The successful candidate should be able to undertake policy work of a research nature.

Administrative ability and the capacity to supervise a team of executive staff are vital qualifications. In addition the person appointed must have a commitment to the work of the Commission and the ability to make a creative contribution.

The post is currently vacant and it is hoped to make an appointment to start as soon as possible.

Salary and conditions of service are in accordance with the current Civil Service regulations, of which fuller details and application form are available from the Personnel Officer, Equal Opportunities Commission, Overseas House, Quay Street, Manchester M3 3HN. Closing date for receipt of completed application forms is 6th April, 1977.

It is hoped that interviews will be held in April.

LONDON
EMANUEL SCHOOL
Battersea Rise SW11 1HS
(Voluntary Aided boys' grammar school, becoming independent in September, 1977)
The Headmaster will soon require a full-time ASSISTANT SECRETARY (the date of starting can be a matter for mutual arrangement). Annual holidays and salary, determined by age and qualifications, would be in accordance with the conditions of the I.L.E.A.'s clerical service.
Candidates should have good typing, some shorthand, and experience of P.A.Y.E. and routine book-keeping.
Applications, by letter please, detailing age, education and experience, to the Headmaster of the school.

LONDON, W.1.
WELFARE OFFICER required by CAMBRIDGE SCHOOL OF ENGLISH
(Department of Education and Science recognized)
7 Moor Street, London W1V 5LJ
Duties include running social programme, handling accommodation requirements, advising and attending to welfare of students. Teaching experience and knowledge of EFL an advantage.
Salary from £2,750 (negotiable), Luncheon Vouchers, good holidays.

THE FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

The Unit was established by the Secretary of State for Education and Science on 1st January, 1977. Its Board of Management and first Director have been appointed, and two DEVELOPMENT OFFICERS are now required to take major responsibilities for devising and implementing the Unit's programmes and activities.

Applicants should have worked in further education and/or the training services, have some knowledge and experience of curriculum development in these areas, be able to work with staff in a variety of institutions, and possess considerable personal initiative.

The Development Officers will be based in London, but their work may involve considerable travel.

Salary within range of £6,145 to £7,015 (including London Weighting). In addition, a supplement of £312.20 per annum will be paid.

The appointment will be for an initial period of three years; secondment from present posts may be acceptable.

Application forms and further information may be obtained from: The Director, Further Education Curriculum Review and Development Unit, Elizabeth House, 39 York Road, London, SE1 7PH. Tel. 01-928 9222 ext. 2500.)

Closing date, Monday, 4th April, 1977.

YORKSHIRE REGIONAL EXAMINATIONS BOARD
Applications are invited for the post of
ADMINISTRATIVE ASSISTANT
The successful applicant will assist senior staff with the following duties:
(a) preparing agenda papers and minutes for CSE Panel Meetings,
(b) maintaining accurate records,
(c) analysing examination results,
(d) helping with the routine administration of the examinations,
(e) obtaining background information for preparation of reports to committees,
(f) answering day-to-day correspondence.
Ideally, the person appointed will be young, with good academic qualifications and a clear, logical mind. A minimum of 3 years' teaching experience is required for a permanent appointment but it may be possible to offer a temporary appointment with effect from 1st June 1977 to someone with only slight teaching and/or administrative experience. Starting salary will be at an appropriate point on the Scale AP3 (£2,922 to £3,282 plus £312 supplement) although all posts are currently being re-graded. The conditions of service will be those laid down by the National Joint Council for Local Authorities' Administrative, Professional, Technical and Clerical Services. The successful applicant will be required to join the Local Government Superannuation Scheme.
Letters of application (no forms will be issued) should give the names, addresses and status of three referees, present salary and any other relevant information. Envelopes should be marked "Personal" and addressed to: P. E. [illegible], Secretary to the Board, Yorkshire Regional Examinations Board, 31-33 Springfield Avenue, Harrogate, Yorkshire HG1 2HW, and should arrive by 11th April 1977.

Child Care

BERKSHIRE
[illegible] HOUSE HOSTEL
[illegible] Lane, Wokingham, Berks
HOUSEMOTHER required for the above Hostel for 23 maladjusted girls aged between 10 and 16 years. Sympathetic concern for girls in difficulty is essential. The post is either residential or non-residential. Application forms and further details from the Warden, [illegible].

LONDON
CENTRE FOR THE MENTALLY HANDICAPPED
Bunley House, [illegible] Street, London, E.1
Telephone: 01-247 1416
RESIDENT ASSISTANT with child care, N.N.E.B., nursing, teaching or other relevant qualifications required to live in the "family flat" belonging to the above Centre which is a Toynbee Hall (Universities Settlement in East London) project. It is envisaged that the Assistant will be capable of creating a warm, friendly, welcoming atmosphere for the parents, children and adults who will be using the flat in a variety of ways: weekends, overnight stays, daytime independence training sessions, etc. This is an experimental scheme and is largely dependent on a flexible approach.
Salary according to age, qualifications and experience.
Detailed letter of application should be sent to the Director within two weeks of the appearance of this advertisement.

PRESTON
[illegible] SCHOOL FOR PARTIALLY SIGHTED
Fulwood, Preston, PR2 [illegible]
For September, 1977
RESIDENT SENIOR HOUSEFATHER
[illegible] Scale II, [illegible] plus qualification allowance less [illegible] per annum for board residence.
Single accommodation only. Visits welcomed by arrangement.
Stamped addressed envelope for application form and further details from the Headmaster.

SANDWELL
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
Applications are invited for the post of RESIDENTIAL or NON-RESIDENTIAL DEPUTY MATRON at SHENSTONE LODGE SCHOOL, Shenstone, Lichfield WS14 0LB.
Shenstone Lodge is within easy reach of Birmingham (11 miles) and is mid-way between Sutton Coldfield and Lichfield. It is an [illegible] a bus route and near a Railway Station.
The school caters for emotionally disturbed children between the ages of six and 11 and the successful candidate will be expected to assist the newly appointed Head Teacher and Matron in developing a team of child care staff.
Salary will be in accordance with the [illegible] Scale of Salary £2,277 to £2,[illegible] plus £312 per annum Salary Supplement.
Commencing salary will be dependent upon age, experience and qualifications.
Further details may be obtained by telephoning the Head Teacher (Shenstone [illegible]).
Application forms are available from the Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich B70 8RJ, and should be returned within 14 days of the appearance of this advertisement.
Previous applicants need not re-apply.
[illegible], Director of Education.

BRISTOL COMMUNITY RELATIONS COUNCIL

in conjunction with

The Community Relations Commission

(Re-advertisement)

Applications are invited for the post of

COMMUNITY RELATIONS OFFICER (Education Co-ordination)

Responsible to the Senior Community Relations Officer for the promotion of multi-cultural education among all children in Avon and of educational achievement of different racial groups. Public education against racial discrimination. Qualifications and experience (especially multi-racial) in teaching or allied field essential.

Salary: AP4-5, £3,366-£4,095 + £312 supplement. Maximum possible starting salary £3,702 + £312. Successful applicants will be expected to undertake an initial residential training course. Contributory pension scheme. Secretarial help and office accommodation.

On receipt of large self-addressed envelope further details and application forms, to be returned not later than 6th April, 1977, obtainable from Development Division, Community Relations Commission, 15/16 Bedford Street, London WC2E 9HX.

Examiners

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education
Wellington House, Aldershot, Hampshire GU11 1BQ

Applications are invited for the following posts in connection with the 1979 examinations:
CHEMISTRY, Syllabus 1 (Advanced Level): MODERATOR, ASSESSOR.
GENERAL SCIENCE (Ordinary Level): CHIEF EXAMINER.
PHYSICAL SCIENCE (Ordinary Level): ASSESSOR.
PHYSICS (Advanced Level): CHIEF EXAMINER, two Senior ASSISTANTS, MODERATOR, ASSESSOR.
(A revised syllabus will be examined for the first time in 1979.)
PHYSICS (Ordinary Level): CHIEF EXAMINER.
PHYSICS or PHYSICS with CHEMISTRY (Ordinary level): CHIEF EXAMINER.
Candidates for the above appointments should have graduate or equivalent subject qualifications and appropriate teaching and examining experience.
Application forms and further information may be obtained from The Secretary (A7) at the Board's offices.

EAST ANGLIAN EXAMINATIONS BOARD
(For the Certificate of Secondary Education)
APPOINTMENT OF CHIEF AND ASSISTANT CHIEF EXAMINERS
Applications are invited for Examinerships in the following subjects:
CHIEF EXAMINER
To set Mode 1 examinations in 1978 GENERAL SCIENCE (S) ELECTRONICS (S)
(N) equals Northern Sub-region.
ASSISTANT CHIEF EXAMINERS
To set Mode 1 examinations in 1978 NUTRITION SECONDARY SCIENCE (N) GEOGRAPHY (N)
(S) equals Southern Sub-region.
Persons wishing to apply should write as soon as possible for application forms and further particulars stating the subject(s) in which they are interested to:
The Secretary, East Anglian Examinations Board, "The Lindens", Lexden Road, Colchester, Essex CO3 3RL, enclosing a stamped, addressed envelope.

LONDON
THE UNIVERSITY
UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL
GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for appointment as CHIEF EXAMINER in Ordinary level BRITISH CONSTITUTION in the G.C.E. examination as from June 1978.

Applicants should be graduates between the ages of 25 and 55 with three years' recent teaching experience. Experience in G.C.E. examining would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed forms should be returned not later than 15th April, 1977. Applicants should enclose a self-addressed foolscap envelope.

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD
for the CERTIFICATE OF SECONDARY EDUCATION
Applications for CHIEF EXAMINERS, 1978-79 in ARITHMETIC, CIVICS, HISTORY, MATHEMATICS, RURAL SCIENCE, WOODWORK

Applications are invited from TEACHERS with appropriate qualifications and not less than 5 years' first-hand experience of C.S.E. for appointment to the above posts.

The Chief Examiners will assume duty on 1st September, 1978; serve as Assistant Examiners with effect from 1st September, 1977 and as Setters for the 1979 question papers.

Application forms and further particulars are obtainable (please supply stamped addressed foolscap envelope) from the Secretary, The South-East Regional Examinations Board, 2/4 Mount Ephraim Road, Royal Tunbridge Wells, Kent, TN1 1EU, to whom completed applications should be sent at once but certainly not later than 13th April, 1977.

METROPOLITAN REGIONAL EXAMINATIONS BOARD
Applications are invited for: CHIEF EXAMINER
MATHEMATICS 6 (1979)
Application forms and further details should be requested by postcard from D. H. Board, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed forms should be returned not later than 1st April, 1977.

METROPOLITAN REGIONAL EXAMINATIONS BOARD
Applications are invited for ADDITIONAL EXAMINER, ARITHMETIC (1978).
Application forms and further details should be requested by postcard from D. H. Board, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF to whom completed application forms should be returned not later than 1 April, 1977.

METROPOLITAN REGIONAL EXAMINATIONS BOARD
Applications are invited for CHIEF EXAMINER [illegible] (1979) series, WOODWORK (1979 series), Certificate of Secondary Education.
Application forms and further details should be requested by postcard from D. H. Board, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed application forms should be returned not later than 1 April 1977.

Librarians

DURHAM
COUNTY COUNCIL
PETERLEE TECHNICAL COLLEGE
CHARTERED LIBRARIAN
Salary Scale AP3 £2,922-£3,282 per annum plus £312 supplement.
Further details and application form, returnable by 1st April, 1977, obtainable from the Principal, Peterlee Technical College, Peterlee, Co. Durham SR8 1NU, on receipt of a stamped addressed foolscap envelope.

SOLIHULL
(Metropolitan Borough of)
THE ARCHBISHOP GRIMSHAW SCHOOL
Applications are invited for the following post at this all-ability 11 to 18 R.C. School which opened in 1970 with excellent purpose-built facilities. In September there will be about 1,050 students on roll including 110 in the Sixth Form. Ability and willingness to assist with the teaching of Religious Education is desirable.
LIBRARIAN (Scale 3). Excellent facilities—well stocked and classified collection. An interest in A/V and development of the Library as a resources centre would be an advantage.
Further details and application forms (stamped addressed envelope please) available from the Headmaster, The Archbishop Grimshaw School, Kew Close, Cooks Lane, Chelmsley Wood, Birmingham B37 6NY.

SOMERSET
FROME COLLEGE
LIBRARIAN. See displayed advertisement under Secondary.

Ancillary Services

LONDON
DEPUTY MATRON wanted for Nursery in Stepney. Must enjoy working with children. The person selected will be in charge of a group of 1 to 3 year olds.
For further information please write to: Miss J. Esprin, Day-care Organiser, The Commonwealth Students' Children Society, 4 Cambridge Terrace, London NW1 4JL, or telephone 01-487 3444.

SURREY
TORMEAD SCHOOL
Guildford
(Public Independent School for 100 boarders and 500 day girls)
Required for next term, temporary or permanent ASSISTANT MATRON for Senior Boarding House. This post provides good experience prior to nursing employment. Comfortable bed sitting-room.
Telephone Guildford 75101.

WEST SUSSEX
MATRON wanted for Boys Preparatory School in country. Approximately 30 Boarders. Term-time accommodation only, not suitable for children or animals.
Please write the Bursar, Forest Grange School, Horsham, Sussex.

Miscellaneous

OXFORD
ST CLARE'S HALL
(Recognised by the Department of Education and Science. Founder Member of A.R.E.L.S.)
SUMMER VACATION COURSES 1977
Applications are invited for temporary TEACHERS of:
English as a Foreign Language, Modern English Literature, English Politics and Institutions, Translation, into English.
Applicants should preferably be Honours Graduates with qualifications relevant to the teaching of E.F.L. Experience in the use of Language Laboratories and English for Special Purposes would be an advantage.
Vacation Courses in Oxford as follows:
Course 1. July 4th-July 30th.
Course 2. July 30th-August 20th.
Course 3. August 20th-September 10th.
Some residential posts (full board and lodging) available for tutors willing to undertake duties as WARDENS (with or without families).
Application forms and further details from: The Secretary, Vacation Courses, St. Clare's Hall, Banbury Road, Oxford OX2 7AL. Telephone Oxford 52031.

CHESTER
(City of)
GROSVENOR MUSEUM
KEEPER OF DISPLAY AND DESIGN
Salary AP3/4, £2,922-£3,702 plus £312 supplement
Applications are invited from qualified DESIGNERS with museum or exhibition experience for this post. The successful candidate will be responsible for all the display work within the museum, which is noted for its Roman collections; the organisation and mounting of an exhibition programme, and the design of the museum's publications and publicity material.
For further details and application forms please contact the Personnel Officer, Town Hall, Chester. Tel. Chester 40144 Ext. 2156. Closing date for applications 13 April, 1977.

WILTSHIRE
TEACHERS and STUDENT TEACHERS, CHILD CARE WORKERS etc. for temporary Easter and Summer employment at Children's Holiday Centres in South of England.
(1) Experienced and enthusiastic TEACHERS to act as DEPUTY in person in charge of a Holiday Centre.
(2) Enthusiastic staff to organise activities and general care of children.
(3) Qualified SPORTS INSTRUCTORS.
(4) Qualified TEACHERS of ENGLISH.
For further details contact The Staffing Department, Barton Children's Holidays, West Woodyates Manor, Nr. Salisbury, Wilts. Please enclose stamped addressed envelope.

SOCIAL SERVICES DEPARTMENT

RESIDENTIAL CHILD CARE OFFICER (Houseparent)

£2,013 to £2,841

Required at Milton Hall Special School, Brompton, Cumberland. Applicants willing to be resident would be preferred. Also, an appropriate qualification, such as R.C.C.O., C.C.E.T.S.W. is preferable.

Furnished accommodation is available at the school at approved rates. A 40 hour week on rota is worked including some weekend working, and sleeping-in duties about once in eight or nine days to which an allowance of £2.01 per night is payable.

For an informal visit to the school, ring the Headteacher or Matron. Tel. Brampton 2502.

Applications in writing to the Headteacher.

L. A. BLOOM, Chief Executive.

Borough of Sunderland

BOROUGH OF SOUTH TYNESIDE

Directorate of Education

Educational Psychologist

£3,900-£6,660+£312

The successful applicant will work under the direction of the Principal Educational Psychologist as part of a team of 4 Educational Psychologists. There will be opportunities to partake in the work of both the School Psychologist Service and the Child Guidance Clinic. Candidates should possess the following qualifications: an honours degree in psychology, a teaching qualification, not less than 2 years' teaching experience and successful attendance at a recognized Post-Graduate Training Course in Educational Psychology.

Application forms available from Personnel Department (Ref. 33), Westoe Hall, Westoe Village, South Shields, Tyne & Wear. Tel. South Shields 2191. Closing date 1.4.77.

SOCIAL WORK SERVICES GROUP

SENIOR PSYCHOLOGIST POST

A clinical or Educational Psychologist is required for the West Area Psychological Service in List D Schools. The successful candidate will join a team of nine psychologists concerned with developing programmes of intervention appropriate to the needs of children requiring assessment and care in different settings. Salary Scale £5,373-£6,069. Car allowance scheme in operation.

Informal enquiries to Principal Psychologist, telephone number Uplawmoor 260. Application forms from Social Work Services Group, Room 3646, St. Andrew's House, Edinburgh EH1 3DB to be returned by 8th April, 1977.

COMMONWEALTH INSTITUTE

EDUCATION DEPARTMENT

There will be a vacancy in this Department from 1st September, 1977. Applications are invited from qualified graduates with successful teaching experience in Britain. Personal experience of working in a Commonwealth country in the Caribbean is essential.

The successful candidate will work primarily in the Department's Schools' Reception Centre but will be expected to participate in a wide variety of educational activities both at the Commonwealth Institute and throughout England and Wales.

The appointment will be made on the appropriate point of Burnham Scale 2 plus London Allowance.

Further information and application forms available from The Establishment Officer, Commonwealth Institute, Kensington High Street, London W8 6NQ.

The closing date for applications is April 4th, 1977.

MISCELLANEOUS Appointments continued

SPEAD LOUD TO SIX MILLION in the Channel Isles with free cash bid hand and market research video working in a team for the monthly bonds award. Ideally you have experience handling bid and market research videos. Write now to Bernie Hamilton Mission Video, Tree Orle, St Mother, Jersey.

TEACHING experience great asset. Trainee representatives required nationwide by be United International Life company. Apply in confidence to Box TES 2717, The Times, WC1X 8EZ.

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Public Notices

CANADA

INTERNATIONAL COLLEGE BEAUCHAMPS
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RICHMOND-upon-Thames TEACHERS' ASSOCIATION N.U.T. Teachers interested in forming a branch in Richmond-upon-Thames area, seeking non-teaching members, are invited to reply to Mr. Jones, 9 Sandy Lane, Teddington, Middlesex. Secretary to Secretary, 61 Gloucester Road, Kingston-upon-Thames, Surrey, Middlesex.

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Summer 1977.

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Further details and application forms can be obtained from the Principal at the Newton Aycliffe College, Newton Aycliffe, Durham DL5 4DE.

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INational Association for Mental Health
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announces
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Bedford College, London
Saturday 26 March 1977

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A song for losers

John Peter reviews 'Privates on Parade'

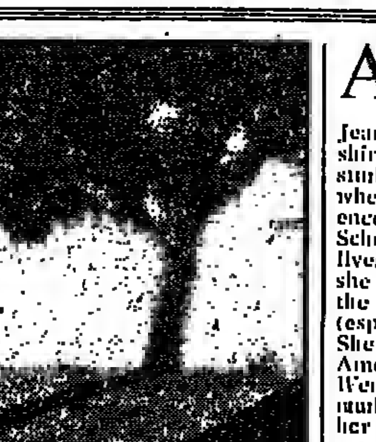
Peter Nichols's *Privates on Parade* (Aldwych) is a stroll down memory lane with a gun in one hand and an ebony cane in the other; a nostalgia show for an unsentimental age; a brutal musical; a song for losers. I know that sounds a bit over the top, but you may recollect that in *The National Health* Nichols performed a similar trick of insinuating himself into the hospitality of his fellows and then deftly kicking them in the shin. His art is what Shakespeare called "the inward motion to deliver Sweet, sweet, sweet poison to the age's tooth". In *The National Health* he demonstrated how an excess of organized charity corrupts the mind and body of the nation; in *Privates on Parade* he shows you how an excess of old-fashioned chin-up patriotism undermines its decency and drains its life-blood.

Ah, but does he show you, really? Plot has never been Nichols's strong suit, which of course didn't stop *The National Health* from being one of the best plays in English since the war. His method was, and is, one of savage counterpoint: the see-saw of dazzling hilarity and merciless realism exposes a situation in which human beings are caught like flies in honey, and you observe them in suffering which is both comical and horribly convincing. The flaw of *Privates on Parade* is that Nichols is flirting with a proper plot.

Now anyone who has seen his television plays knows perfectly well that he can "make" a play as well as anyone. But what have we here? A Service Entertainment unit travel in Malaya during the Emergency (about 1950), and their tatty routines alternate with thumbnail sketches of their daily routine to etch a sharp, deceptively entertaining picture of a drifting fragment of civilization. Then Nichols comes and introduces one Sergeant-Major Drummond (a vignette of controlled jovial nastiness by David Daker) who weaves his way in and out of the story to reveal himself as pimp, gun-runner, political two-timer and sinister survivor. He is a bit like Barnet, the cheery, evil orderly in *The National Health*; but by giving him a complex story Nichols makes him unconvincing. The play is a dazzling puppet show; but puppets do not have stories. And another thing: I am not old enough to know, but was the average British attitude to the local people really one of such unrelieved, fatuous heartlessness?

Having said that, I have to wind up by saying that this is a brilliant, spellbinding piece of work, a portrait of an age and a culture drawn with a calculatedly bitter sense of nostalgia. Indeed, under its glittering surface Nichols is sending out an acerbic warning against nostalgia and all its pitfalls. His problem is that his sense of fun can get the upper hand even when, I should guess, he doesn't want it to, and the nostalgia he seeks to expel makes his entry, time and again, as the celebrity of the party.

Thus the most memorable thing about the evening, and about Michael Blakemore's impeccable production, is an unforgettably meticulous performance by Denis Quilley as Terri King, temporary soldier and drag artiste: a performance which combines the sadness of an ebullient failure with the hideous competence of the second-rate stager. It is one of the shrewdest and most hilarious pieces of virtuoso acting I've seen in this theatre. He is complemented by Nigel Hawthorne's Major Flack; a marvellous figure of single-minded dottiness and blinkered confidence making its way through the abattoir of the world with the dignified serenity of a well-manicured English poodle. Denis King's music matches Nichols' cunning lyrics to make some first-rate pastiches. A pulsating, beguiling, uneven and unsettling show.



"Prelude", one of Pete Turner's "Jazz Landscapes", forms part of an unusual exhibition of photographs on show until April 2 at Thumb Gallery, D'Arblay Street, London W1. All were initially designed as art work for Creed Taylor record sleeves: as a group, however, they hang remarkably well together, exemplifying a genuinely original kind of vision.

A wee dram

Jean Redpath is a native of Fifeshire, and a graduate in medieval studies of Edinburgh University, where she came under the influence of Hamish Henderson of the School of Scottish Studies. She now lives in the United States, where she lectures in folklore and studies the oral traditions of Britain (especially Scotland) and the US. She has made several records for American companies, but *There Were Minstrels* (Trailer LER 2106), made during a recent visit home, is her British recording debut.

It is a distinguished offering. It consists mainly of Scottish material—two Child ballads, three of Burns's songs to traditional tunes, and the lyrical "Gilderoy"; and has in addition some American songs, including a beautiful rendering of the great Jean Ritchie's "West Virginia Mine Disaster". Miss Redpath has a lovely voice, at home equally in big ballad or simple lyric.

Two more good albums of Scottish songs have just come out. Ian Manuel has followed his earlier bothy ballad collection, *The Frosty Ploughshare* (Topic 12TS220) with *The Dales of Caledonia* (Topic 12TS301); and Cilla Fisher, younger sister of the well-known Scots singers Ray and Archie Fisher, together with her husband Artie Trezise, has produced *Balcanquhal* (Trailer LER 2100). Both are highly recommended collections of traditional songs from Scotland, well sung and tastefully accompanied. Both suffer, though, from occasional incomprehensibility. It would be of considerable help to the English if records of Scots singers could include sleeve inserts of the words.

Both suffer to some degree, too, from the setting back of the voices behind the instruments. I used to think that this must be just a bit of misjudgment in the balancing; but they do it so often these days that I have come to realize that it is done for the purpose: one of the less admirable of those trendy gifts of pop to folk. I suppose they do it on pop records because the singing is so much nastier than the instrumentals. But, good as are the backing groups on *Balcanquhal* and *The Dales of Caledonia*, I should really much rather have heard the singers clearly throughout.

Michael Grosvenor Myer

Rite and ritual

David Mills

Ritual and Drama: The Medieval Theatre. By Francis Edwards. Lutterworth Press £2.95. 7188 2180 7.

The simplified thesis and colloquial style of Francis Edwards's 126-page book suggest that the "young students and general readers" to whom it is addressed are fourth and fifth-formers. For them it outlines the development, familiar since E. K. Chambers, from the "ritual" of liturgy, through liturgical drama, to the "drama" of vernacular cycles and moralities, with an increasing tendency towards psychological realism. No prior knowledge of things biblical, theological or medieval is presupposed, and analogies are drawn from modern activities such as football matches. Eight monochrome plates and eight line-drawings aid the discussion.

Scholars must regret the emphasis given to verisimilitude, the virtual absence of influence from recent critical discussions, and the generally definitive tone of the book, but should, perhaps, bear in mind the intended readership. The book is best where it is most modern, when emphasizing the plays as theatre and evaluating the range of responses, sometimes contradictory, which the productions of plays such as the Chester *Deluge* or *Everyman* can evoke.

I have three reservations about the book. First, though the survey must be simplified, selective and brief, the absence of any reference to the *Sacrifice of Isaac* in the discussion of cycle structure or the evaluation of medieval dramatic achievement is a serious omission. Secondly, the author occasionally betrays a certain condescension to his subject, as when he speaks of the period "when the dramatic art itself was still in its cruder stages". Thirdly, it seems misguided to isolate medieval theatre artificially from Tudor drama with which the young readers will become better acquainted. Medieval drama makes a notable contribution to Tudor drama and students should be encouraged to seek connexions.

Moreover, the interest in "medieval" theatrical forms in the sixteenth century is stronger than here suggested: it is to the sixteenth century that we owe our texts of *Everyman* and the Chester Cycle, and Rogers's 1609 account of Chester productions relates to sixteenth-century practice rather than to a tradition extending over 300 years.

However, one must welcome, however cautiously, a book which seeks to introduce medieval drama to younger readers, and hope that it will prove a useful aid in the hands of a good teacher.

Voyage of the Argo

Hilary Finch on 'Jason and the Golden Fleece'

Hordes of scarf-waving, hand-clapping and singing children from over 20 schools in ILEA filled the Westminster Central Hall on Wednesday evening, March 9 to take part in the "pop extravaganza" *Jason and the Golden Fleece*, directed and composed by Alan Doggett (lyrics by Rita Ford and Alan Doggett).

His own choir, the London Boy Singers, formed the core of the chorus of Argonauts, a pop group, The Coalition played, Roy Hudd was the Centaur, stage production was by Jeremy James Taylor, there were steel bands, tuned percussion and recorder groups, there were harpies and monsters, and the Golden Fleece was hung up against a heavily camouflaged pipe organ which usually dominates the hall.

To get so many children together, not to watch but to perform—and to get them to sing (and clap) together with perfect discipline is a typical Doggett aim—and achievement. It was a pity, then, that for so much of the time, the massed children's voices were drowned completely by overamplification of the Coalition group and the drums in the gallery.

This lack of balance between vocal and instrumental forces did little to promote the shifts of tension and pace essential to the work; many potentially moving or exciting moments, like Orpheus's song, the ship-building scene, the appearance of the harpies, fell short of the mark through a lack of preparation and expectation, or simply because the words and all the different strands of sound were lost in a glorious hubbub of ear-piercing noise. It was all great fun—but it didn't convince as it could have done—though at times the singing and acting of Stephen Leigh (Jason) and Mary Croft (Athena and The Hag) focused attention and carried things through.

The highlight of the evening for me was the entry of the Dragon, slinking down the side steps, an impressive mask borne aloft at the head of a never-ending conga body of children, entwined in streamer-covered hoops, hissing and shuffling along.

And every London football club and school scarf waved madly at the capture of the Fleece—this and the massive canonic "Old School Song" (which points the moral and is sung by everyone) were high moments in a not entirely successful production of what could be one of the best pop frolics around today.

David Ingnam

This royal throne . . .

Brendan Hennessy

Vivat Rex. A 26-part series. Radio 4. Sundays, 9.3 pm

This is the art of radio at its most richly precarious. The challenge of joining 14 Elizabethan history plays, covering 11 kings from Edward II to Henry VIII (1307 to 1533), into a 26-part series, each episode 55 minutes, understandably fascinated producer Martin Jenkins. Here is feudal England splitting apart, while nationhood painfully grows through the cracks; conflict between kings and barons beyond control, impelling frenetic lurches from heroism to horrific treacheries; and above it all the Crown like a Holy Grail, and underlying it the attempt to understand the meaning of the symbol and to be worthy of it.

The risk lies in the wealth and complexity of the material. The dream world of radio is evoked by a rare combination of skills, including poetry, magic, juggling and joinery: it can be shattered by a few false moves. Mr Jenkins has concentrated on clarifying the story, making each episode an entity in itself, and pointing up the patterns and overall theme. His method is rigorous editing — cutting and rearrangement of parts of the source plays, reducing the number of characters and creating a few new composite ones, and adding lines of his own to compensate where necessary. These amounts to several hundred, the first four episodes accounting for about 30.

The production of individual episodes, directing a cast of 302, has been shared with Gerry Jones. Christopher Whelen's music has a characteristic theme for each king, eerie electronic cacophonies, toe-curling drumbeats, as well as triumphant trumpets.

Marlowe's *Edward II* took us from part 1 to a short way into part 3, *The Reign of Edward III* (anon) took us halfway into part 4, and this was concluded by *Woodstock* (anon). So far the narrative has sped us smoothly over time and to various parts of England and France, and has occasionally and subtly illuminated character and theme, though it has sacrificed force to function. Narrator Richard Burton's sonorous notes hung on the air like damp sheets on a clothes-line.

The play has been in the lack of poetry. Uneasy also was the marriage of a sub-standard tum-ti-tum Marlowe in part 3, with actors lacking conviction, to Anon's second half, notably the powerful scene where the Countess of Salisbury wards off the attempts of Edward III to seduce her.

Here, suddenly, was magic—the Countess's alchemy of diplomacy and passion to defeat her virtue and teach the king the responsibilities of kingship—and the opportunity was brilliantly seized by Susan Fleetwood. When the words were good, John Hurt's Edward II, Keith Michell's Edward III and Derek Jacobi's Richard II could also send them straight down your ears.

The poetry, then, is to come: in the Shakespeare cycle from *Richard II* to *Richard III*, John Ford's *Perkin Warbeck* and Shakespeare and Fletcher's *Henry VIII*. The series will not achieve all its aims, but it should send listeners back to the sources, and put the Shakespeare cycle into badly needed perspective.

Shylock et al

It is not all that strange to find your neighbourhood rep theatre presenting the local set Shakespeare at this time of year, nor is it all that strange to find them organizing "conferences" for schools studying the play in question.

What is rare is to find that one of these occasions is a genuine conference (as opposed to just an illustrated lecture) and to find that the fifth formers attending really know the play.

Ipswich Theatre are presenting *The Merchant of Venice* (until March 26) and have arranged five afternoon conferences which "explore the processes and problems which arise in putting a particular Shakespeare text on stage".

The schools listened hard and questioned hard—"How much is your subsidy?"; "How can you justify that costume design from the text?" and "Doesn't the casket scene lose a lot by being set out-of-doors?", but credit is also due to director John Southworth and his company for the way they structured the afternoon.

An introductory talk dismissed any implication of homosexuality in the play but opened up the Jewish question, and then talks on design, projected scenery, lighting, costume and characterization preluded discussion groups and a question-and-answer session with the cast. Because the management has channelled students into specific afternoons (A level students attended all together yesterday), and because there was an apparently confident assumption that groups *would* discuss points raised and *would* ask questions, there were no awkward silences and no giggling. This unapologetic and uncondescending approach paid valuable dividends.

David Self

Unnatural disasters

TONY HOWARTH reviews Europa Nostra

Europa Nostra:
Europa Nostra, 86 Vincent Square, London SW1P 2PG
Or on hire from: Golden Films, Stewart House, 23 Francis Road, Windsor, Berks.

Whether Tony Benn, Peter Shore, Dennis Skinner and Uncle Jack Jones and all like it or not, these islands of Britain and all things that live, grow or stand upon them are part of Europe. And this Europe of ours, this cradle of the Renaissance, this reliquary of Christendom, this treasure house, is fast beginning to resemble a knacker's yard.

The Eternal City is a garbage heap; Paris a smelly and anything but merry go-round, run, it seems, for the profit of Citroën, Renault and Peugeot; London the playground of punk architects who have done more damage in a decade than the yobbos of Chelsea's "Shed" could manage in a century of mavisdic Saturdays.

The provinces too have been abused—mutilated by unnecessary demolitions, suffocated by traffic, defaced by advertisement. Places whose buildings are still worth looking at are seasonally flooded beneath tides of tourists. Rocamadour in August is as like Blackpool as it is like Lincoln. The "redeveloped" centre of Bristol is like the redeveloped centre of anywhere else. We move, like zombies, towards a and-e of somesville, siquilopolis and ye olde tourotowne.

Meanwhile, governments and local authorities, the supposed guardians of what is worth preserving, funk their responsibilities or sell them for a mess of concrete and the revenue from parking lots. There are honourable exceptions, but some of them still need to be convinced that the preservation of what is beautiful is part of their job. What does go through the minister's/mayor's mind when he declares open yet another hospital/school/supermarket straight out of the cretin's catalogue of hutches for humans?

For someone who had to walk through London's fly-blown West End in the rain to get to the preview, Peter Bradford's *Europa Nostra* came as a shot in the arm. It is, first, a beautiful film, directed and edited with great flair and skill. From its opening montage of glories that have survived the assaults of war, decades of neglect and the depredations of developers, to its end above the waters of threatened Venice, the changes of pace and the violence of contrasts keep your eyes very wide open.

The film was made under the auspices of "Europa Nostra"— a federation of associations for the protection of Europe's cultural and natural heritage—and its main theme is an eminently simple one: that the mess we are making is as avoidable as it is undesirable. Rehabilitation can be less expensive than destruction and rebuilding. There are feasible alternatives to repeating the unnatural disasters of the Spanish coast. Castles can be refurbished and made to show a profit instead of being left to rot in the air.

In Brussels and Bologna, Louvain and Copenhagen, Salzburg and Swindon, the same point is made —that the work of preservation and restoration is not only intrinsically valuable, but worth any number of politicians making right but empty noises about the environment, the community, the quality of human life and so on.

The film, which runs for 38 minutes, comes with a commentary in any one of four languages— English, French, German and Italian. The hire charge for the 16mm versions is £10 for two days; if two language versions are hired at the same time, the distributors will offer reduced rates.

Teachers of history, social studies, liberal studies and current affairs will find obvious uses for the English version of the film. Modern language departments will be able to make extensive use of the other language versions with pupils in fourth, fifth and sixth forms.

Europa Nostra is a powerful indictment of those whose judgment of our architectural inheritance is determined by whether they will make a franc, a mark or a quid faster by knocking it down rather than allowing it to stand for our pleasure. Our pleasure, the quality of our lives, is our responsibility —and that is a political and moral lesson every school should teach. *Europa Nostra* is as good an aid as you will get for putting it across.

Transported into the wilds and back again

JACKIE HARDIE reviews the primary school Nature series on plants and animals

Nature (Wednesdays 2.45, VHF4)
Monkeys. March 2
With the Chimps. March 9
Mountain Gorillas. March 16
The Horse (radio-vision). March 23
Green Gold: Plants and Plant Hunters (Fridays 11.00, VHF 4; radio-vision)
Adventures of the Plant Hunters; finding plants. February 25
The World in your Garden; growing plants. March 4
All things nice; eating plants. March 11

Of the 28 programmes in the *Nature* series for primary schools, 10 were broadcast during the autumn term, 10 are scheduled for this term and eight more for summer. Each unit of programmes can be used independently of the others and their range of subjects means they are suited to both urban and rural audiences.

In this term's programmes, three are devoted to the study of primates and one—radio-vision—to horses. There are teacher's notes and pupils' pamphlets for each term's broadcasts and at 19p the pupils' pamphlet for the current ones is a bargain. The pamphlet's good line drawings, unique colour photographs and straightforward text make it a valuable resource.

The primate programmes reveal the strength of radio. Not only are genuine animal sounds used but the presentation also incorporates narrative, full drama, anecdotes, expert opinion, folk song and appropriate background music. Though these programmes may form part of some primary science courses, they could play a role in language development and be a stimulus for creative writing, art-work and geography and history projects.

The teacher's notes contain useful information and guidelines for follow-up activities and a good bibliography.

In *Monkeys* David Stanbury (a teacher-expert) describes the behaviour of caged zoo monkeys. However, caged animals are unnatural so the children are transported in their imaginations to the veld of South Africa where they watch a group of wild baboons with a naturalist explorer played by Edward Kelsey who describes the animals' social behaviour and the group's search for food and water. Just as *Monkeys* started with the familiar sight of the animals in a zoo, similarly in *With the Chimps* we first meet the animals of the tea advertisements before being transported to join a group of chimps in tropical Africa.

Even though these programmes are aimed at the primary market they are not condescending and are academically respectable.

The chimp programme attempts to inform and initiate a sympathetic but not sentimental attitude to wild animals; similarly *Mountain Gorillas* aims to destroy a myth, this time that of King-Kong. The programme is provocatively written by Bernard Venables and begins with gory anecdotes of natives being strangled by gorillas. The audience is brought face to face with a male gorilla in his forest strong-hold. His hair bristles, "he thumps his chest and then . . . he drifts away".

The behaviour is all bluff, which is assumed when this gentle animal feels threatened by human invaders.

These programmes form an excellent introduction to the study of primates and, even though aimed at primary schools, could be used with less able secondary school pupils.

The radiovision programme, like the other three, lasts for 15 minutes. It is ambitious, for in this short time it attempts to cover the 5,000 years during which the horse has been domesticated and used by man. It covers life in the free-roaming herds of the Camargue; man's present day uses of horses and it surveys those of the past starting with the chargers of Mesopotamia and moving through the horsemen of Genghis Khan, to the Charge of the Light Brigade.

The group of programmes entitled *Green Gold* is for 10 to 12 year olds and the series aims to show that the plants which grow in our gardens and upon which we rely for food and raw materials have come from all over the world. *Adventures of Plant Hunters* (radio-vision) combines narrative and drama; the film strip has photographs, prints, drawings and cartoons. As the programme shows, the discovery of new plants was an exciting and dangerous affair. Some of the dedicated men and the one woman, Jeanne Borat, that were involved in finding new plants are introduced in chronological sequence.

The first of the two radio programmes deals with the difficult theme of the ways the British have grown plants in their gardens through the ages. The programme involves the use of a Dr Who type time-machine and we visit the gardens of 1400, where everything was grown for consumption, and then those of later years pausing at 1600, where uneaten tomatoes were cultivated in decorative flower beds. An admirable attempt has been made at a very difficult topic for the medium of straight radio and its weakness is in part due to its dependence on unfamiliar visual images.

The final programme deals with our reactions to the taste of plants and their use as foods and flavourings. The narrative is straightforward and contains some interesting descriptions, stories and quotations.

Briefings

Radio and tv

FE and general interest

Medieval Mystery Plays (Sunday 11.00 BBC 2)

Daniel Massey appears in *Abraham and Isaac*, one of two mystery plays produced in full for the Open University. The fifteenth century texts are spoken in original dialect.

Next Move (Sunday 17.50 Radio 2)

This series of short readings for adult illiterates continues with "The budding actor" read by Alfred Marks.

Get by in Spanish (Monday-Friday 18.30 Radio 3). *Get by in German* (Monday-Friday 19.00 Radio 3)

Two new intensive courses for people needing a few words of Spanish and German. Broadcast each day this week and repeated subsequently once a week.

For schools

It's Fun to Read (Monday 09.47, 10.33 ITV)

This animated cartoon to help four to six-year-olds with their reading continues with more complex sentence making.

Masterworks (Tuesday 9.10; VHF4)

Waiting for Godot by Samuel Beckett is presented by Martin Esslin in the last of this series featuring great works of art.

Near and Far (Monday 14.18; BBC1)

Nine to 11-year-olds visit Venice. They see fishermen, the commercial docks, the daily market, glass and velvet making, and a Venetian family.

Over to You (Tuesday 10.26; ITV)

"Fire": What is it? How can it be depicted? Eight to 10-year-olds see a comic play on how to make fire on a desert island, look at the Prometheus myth, hear poems and are encouraged to perform a fire dance ritual.

Figure It Out (Tuesday 11.05, Friday 9.30; ITV)

The over-sevens continue work with hexagons and their model staircase based on six, seven and eight times tables. They see a film on engraving and are introduced to fractions and David Venables's origami bird.

Biology (Wednesday 11.40; BBC 1)

"Artificial Selection" examines the way man can produce more food. Thirteen to 16-year-olds see the work being done to produce a British baked bean.

Scan (Wednesday 14.18; BBC 1)

The unit "Craft, Industry and landscape" ends with a study of the way the South Wales valleys were transformed when man needed coal to drive machinery.

Man (Thursday 11.20; VHF 4)

Ten to 12-year-olds are transported back to Egypt 100 years after the death of Tutankhamun. They join the people going to Abydos for the annual religious play which portrays the myth of Osiris.

Our Changing World (Thursday 11.40; VHF 4)

Barry Carman looks at the historical and geographical backgrounds within the EEC and considers their purpose and effectiveness. Aimed at 13 to 16-year-olds.

Quest for the space-age

PAUL TURTON on BBC RE programmes

This year's curriculum programmes from the BBC for religious education in schools attempt to respond positively to current thinking about the subject in schools. The producer's introduction to *Quest* (for nine to 11 year olds) contains a well-balanced view of Religious Education as "a necessary and explicit ingredient in the curriculum. Material should be available which a teacher would feel confident to use whether his or her personal position is one of belief or not. Christianity will remain as the major area of exploration for historical, cultural and numerical reasons. At the same time we should be looking at other expressions of the religious quest through the great world faiths which are now much in evidence in the British Isles and through other less formalised human responses such as awe and wonder".

One result of these aims is that the year's programmes tend to look something of a rag-bag of unrelated items, although, in fact, they can also be seen as a rich resource to be stored and used as needed.

The final broadcast this term will be "Behold I make all things new", a radiovision programme in the "celebration" unit to be transmitted on March 23. The cycle of new life and growth is linked with the story of Easter as expressed (with excellent visuals) in customs such as worship, the painting of Easter eggs and Easter fire ceremonies.

The 11 to 16 programmes cover a wide spectrum and recognize, realistically, that many teachers concerned with RE will not be specialists. So far the 11 to 13 output has included three episodes of "The Insect Play", two programmes on the "Tapestry of the Bible" and, this term, a moral education series "Spacetrek with Morolmao", which requires an understanding of a fairly complex system of assumptions and symbols.

For 14 to 16-year-olds, the programmes reflect more settled expectations by teachers. "What the scientists say" and "Buddhism and Islam" should have met recognized needs and will be kept by teachers who have the material on tape.

The Old Testament Bible portraits of pairs for next term, such as Ruth and Boaz, should certainly be worth recording in the light of the growing interest in the use of the Bible for this age.

The *Religion and Life series* (10 to 18) offers a resource which should be of use beyond schools and colleges. There is a feeling of confidence and relevance about these productions which is well-justified. The autumn programme on meditation deals with its subject fairly and constructively. Patricia Beer's programme on her poetry is also closely linked to personal experience. The second programme about faith and belief in poetry in the "Things are changing just at the moment" series provided an interesting commentary on the need to understand Christianity in order to appreciate literature.

Two radiovision programmes conclude the season: "Rembrandt" is a repeat, "Coventry's Square Mile" (March 22) is new. The latter explores the multi-religious nature of our society by concentrating attention on one area. The visuals are of a high quality and the script balance is good, with an effective use of the words of a particular religion.

Interdisciplinary programmes reassessed

The BBC Schools Broadcasting Council conference in London last week on the middle years of schooling raised fundamental questions about the future direction of BBC schools broadcasts, the needs to be met and the constraints to be overcome.

At the conference, Professor Alec Ross, former director of the Schools Council's middle years project, discussed priorities for the curriculum of eight to 13-year-olds. He saw the curriculum in terms of skills that needed development and practice and argued for a balance between the logic of the child approaching the subject and the logic of the subject itself.

Professor Ross's address led back to current preoccupations with core curriculum and underlay the central question posed later by senior representatives of the production departments, Mr Joe Reid (radio) and Ms Felicity Kinros (TV). Should they continue with the inter-disciplinary integrated programmes, with programmes that are not readily pigeonholed and that demand a lot of the teacher; that often have a disappointingly small audience, though they are well-exploited by those teachers who do use them?

Or should the BBC concentrate instead on closely structured contributions in the mainstream of the curriculum, advancing the understanding and practice of specific skills—with precise, if not prescriptive, suggestions for follow-up work?

Another issue was whether it was right to continue operating in advance of most teachers, in choice of content and disregard for subject boundaries. Much opinion at the conference was for flexible programmes that could be fitted into a teacher's own scheme.

Many representatives of primary and middle schools were naturally attuned to this approach.

For television, it was suggested, an emphasis on specific core skills can easily encourage uses of the medium for which it is unsuited—such as expounding non-visual themes and abstract concepts—while undervaluing all the benefits it can bring.

Apart from discussion about teachers' unawareness of what broadcasts were available and how to use them—colleges were accused of not giving enough attention to broadcasts in their pre-school courses—the conference was dominated by the deepening plight of pupils' pamphlets. Schools have been ordering fewer copies; financial evidence suggests they will not now be able to afford more copies or a higher price. The BBC is therefore making drastic cuts in pamphlets to make sure they can recoup publication costs.

Various solutions were offered—even issuing notes on a microdot. Some are already being seriously investigated, including distribution on spirit masters, slides or overhead transparencies. Publishing constraints could influence decisions about broadcasting, for some kinds of programme are more dependent upon auxiliary publications than others—including language programmes and integrated approaches for which schools will not have other support materials.

Christopher Griffin-Beale